THE TIMES
Higher Education
SUPPLEMENT

English Bar challenged under the Race Act

by David Jobbins

An American is using the 1976 Race Relations Act to challenge a requirement for foreign university graduates to spend a year longer studying for the English Bar than graduates of UK universities.

Ms Joan Bohon-Mitchell, 29, graduated from Columbia University, New York, with a degree in English literature. An industrial tribunal is this week considering her allegation that she suffered indirect discrimination on grounds of nationality or national origin when the Council of Legal Education required her to follow a two-year course in eight law subjects before she could go on to her vocational training for the Bar.

Graduates in non-law subjects from universities within the UK and the Republic of Ireland study six subjects in a one-year course.

The one-year course is at either the Polytechnic of Central London or the City University. The two-year one is solely at the polytechnic.

Ms Bohon-Mitchell, a US citizen who lives in Oxford and is married to an English doctor, was told by the council that she must take the two-year course at the polytechnic. Her complaint to the tribunal was that it would be three years before she would be fully qualified, compared with two years for a non-law graduate of a UK or Irish university and one year for a graduate with a UK law degree.

Mr Ian Macdonald, her counsel, praised fur-reaching reforms in training for the Bar implemented in recent years. But he said "insufficient attention" had been focused on their effect on the very small minority of overseas non-law graduates.

The "naked assertion" underlying the condition imposed by the council was that graduates of Dublin or Cork were better qualified for the English Bar than graduates of Harvard or Yale. "That is a pretty formidable thing to justify on any grounds."

Mr Bruce Reynolds, counsel for the council, pointed out she had failed two out of four subjects in an external London University LLB degree for which she was reading.

He suggested this was an indication that to take the six subjects in a year might be too much.

Ms Bohon-Mitchell replied: "I do not think so. I think I am competent to deal with these subjects in a year".

The hearing, which began on Monday, was continuing as *The TIMES* went to press. The tribunal, chaired by Mr D. W. Donaldson, was expected to reserve its decision.

Adult report under fire

by Maggie Richards

Basic preparatory courses offered by the Training Services Division are contravening race relations legislation by discriminating against students whose spoken English is poor, according to the Association for Adult and Continuing Education.

The association, which represents professional adult educators, has sought legal advice on the issue. It makes the claim in a vitriolic attack on the report of a working group which investigated present provision of the full-time preparatory courses, which are designed to equip adults with basic skills to obtain work or to qualify for courses at skill centres arranged under the Training Opportunities Programmes scheme.

The issue has also caused concern among members of the National Association of Teachers in Further and Higher Education, and was scheduled to be discussed at a meeting of the NATFHE working group on race relations today.

Concern centres around the TSD's general policy that only jobless English-speaking adults with literacy and numeracy problems are eligible for places on preparatory courses.

The TSD maintains that it is the task of local education authorities to provide courses for students whose command of spoken English is negligible. But whereas preparatory course students are reimbursed for their studies, no similar arrangements can be made by l.e.a.s.

Some TSD regions have a more flexible attitude. But in other areas the national policy is applied rigidly. [illegible] Publication of the report, which was prepared by the TSD's forerunner, the Training Services Agency in conjunction with the Adult Literacy Resource Agency, has only served to heighten fears.

Critics of the report point out that the accompanying recommendations are contradictory—one section refers to the need to improve communication skills including the spoken word, while in another paragraph advocating adherence to present policy.

In its statement on the report the Association for Adult and Continuing Education strongly urges for funds to set up special courses designed to meet the needs of students whose spoken English is poor.

The association has other criticisms of the report. It expresses disappointment that there is no broad review of adult basic education. Instead the emphasis is firmly on the literacy aspect.

Visitor called in at Brunel

Students at Brunel University have called in the Visitor, Lord Hailsham, in an attempt to overturn a regulation allowing degrees to be withheld when students are in debt to the university. The outcome could have far-reaching implications since similar statutes exist at a number of institutions.

The students', union petitioned Lord Hailsham after taking legal advice, claiming that Brunel senate acted beyond its powers in refusing to award a degree to a student who owes part of the rent on his university flat. The student concerned, Mr Christopher Drummond, satisfied the academic requirements for the Bachelor of Technology but has been involved in a lengthy dispute over his rent.

Four separate or alternative petitions have been submitted to Lord Hailsham, who is to hold a preliminary meeting next month to establish procedure for a hearing which is likely to be held before Christmas. It is the first time the Brunel Visitor has been petitioned and his ruling will be binding.

The matter was discussed by the Brunel senate this week and put into the hands of Mr Brian Winstanley, the secretary general of the university.

One of the four arguments presented by the students is that Mr Drummond, whose refusal to pay part of his rent dates back to complaints made in 1975 about the state of his flat, should be awarded his degree in the circumstances particular to him. But the other three each involve a challenge to the [illegible] though in existence since 1973, was used for the first time in 1977, when a number of students, including Mr Drummond, were refused degrees, the union says.

Unions fight overseas fees rise

by John O'Leary

Two unions have urged the Government to reverse a decision allowing Trafford education authority to charge some overseas students tuition fees of £1,500 for GCE courses. The charges are the first to be approved under a new interpretation of a regulation introduced last year, which allowed authorities to demand the full cost of tuition under some circumstances without contravening the Race Relations Act.

The new fees are payable by overseas students in classes containing fewer than seven home students. Those who began courses last year have been exempted but a number of first year A level courses are expected to collapse at North Trafford College because students are unable or unwilling to pay. Enrolment figures were still being compiled this week but provisional estimates were that the number of such classes at the college would drop from 14 to two or three, with numbers dropping from 220 to 38.

Some courses at South Trafford College may also be affected but higher recruitment of home students there will minimise the number. There were 559 overseas students at North Trafford last year, most on GCE courses. The authority says many teaching groups were composed entirely or almost entirely of overseas students.

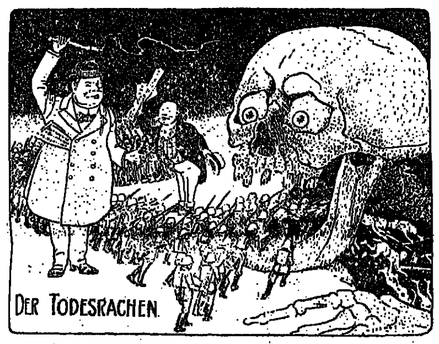
The relevant circular from the Department of Education and Science allowed authorities to charge "full cost" fees to overseas students when a course was expressly laid on for them. Both the National Union of Students and the National Association for Teachers in Further and Higher Education insist that this should not apply to GCE and similar courses which are not specifically designed for overseas students.

Local NATFHE officials have been fighting the Trafford proposals for several months and vice-president, has written to Mr Gordon Oakes, Minister of State for Higher Education, asking him to intervene. Mr Phillips said the spirit of the DES guidance could never apply to GCE courses and the implications of allowing these charges were considerable because they could lead to other authorities taking advantage of the circular.

A spokesman for the authority said it had taken the view that the preponderance of overseas students in some teaching groups meant these courses were being run exclusively for them and the authority was therefore not conforming to the requirement of taking overseas students only to fill places not taken by home students. Approval had been given to set a lower limit of six home students this year and this would be reviewed with the likelihood of increasing the figure to 12.

By Balfour Punch Ltd'mahlen.

'HEUTE SIND SIE DARAN MORGEN KOMME ICH'



DER TODESRACHEN

One of the leaflets which will be on display in the first ever exhibition of aerial dropped propaganda at the Museum of Modern Art, Oxford. The exhibition, which begins on October 8, contains more than 300 leaflets, documents and photographs which were originally distributed by aeroplane, shell, mortar and rocket to soldiers and civilians between the years 1914 and 1968.

Literacy work wins praise

continued from front page

may result in the adult literacy provision being overwhelmed or overlaid before it has been properly developed."

Commenting on prospects for the future, the report emphasizes the importance of determining priorities, as well as providing sufficient finance. "We believe that a major influence in the last three years out of all proportion to the amount disbursed has been the evidence of Government commitment in the shape of the grant to the agency.

"Equally, the provision for adult literacy up and down the country has been strongly influenced by the extent to which an l.e.a. has made its policy and commitment clear. Efforts and morale in the field have varied quite remarkably according to the interest shown by elected members or chief officers: not only students need encouragement".

Differences in financial allocations are still vast, varying between £5,000 in some authorities to £70,000 in others, and in metropolitan districts £1,000 in one, and £60,000 in another.

The ALRA report, like its MSA counterpart, finds that literacy must in the future become part of a wider response to adult basic education needs.

"The evidence of reports from l.e.a.s and voluntary organizations is that many students are seeking more than competence in reading and writing and seek help with numeracy and other coping with general disadvantage. The basic adult education service which this indicates to be necessary is not an alternative for, but a natural concomitant of, a continuing education service. One without the other is a negation of the achievements and lessons of the past three years."

Adult literacy 1977-1978: A Remarkable Educational Advance, 1975, published by HMSO, price £1.75.

Adult Literacy: A Study of its Impact, by H. A. Jones and A. H. Charnley, published by the National Institute of Adult Education, 166 De Montfort Street, Leicester, LE1 7GE, price £1.

NEXT WEEK

Eight pages of new history books.

Robin McKie on research into preventive medicine at Northwick epidemiology unit.

Exeter University's new school of education.

Rationality and religion.

Love's Labour's Lost.

The Danish Folk High School.

Manual workers seek 40 per cent

Manual and ancillary workers in universities aim to break the Government's pay guidelines and will probably seek increases of around 40 per cent.

Unions representing them will meet at the end of next month to formulate the claim but this is almost certain to resemble that already submitted on behalf of local authority manual workers and health service employees.

They want a £60 minimum wage and a 35-hour week as well as better holidays, sickness pay and shift payments. The lowest grade for manual workers in universities is [illegible]

Mr Rodney Bickerstaffe, a national officer of the National Union of Public Employees, said this week: "There is no way we are going to accept 5 per cent".

Authorities set for Oakes talks

Mrs Williams, Secretary of State for Education and Science, has asked for an urgent meeting with local government leaders next month to discuss implementation of the Oakes report on the management of higher education in the public sector.

At meetings with the Association of County Councils and the Association of Metropolitan Authorities she is expected to announce her intention to introduce legislation in the forthcoming parliamentary session. Principal parts of the bill will deal with setting up the proposed national body for polytechnics and colleges, and introducing the new grants scheme for 16 to 19-year-olds in further education.

Local government leaders, however, now seem set to oppose early implementation of the Oakes report. Councillor Malcolm Thornton, chairman of the AMA education committee, said this week that the local authorities wanted to reopen negotiations on major parts of the Oakes recommendations.

"We agree that some form of national body is probably desirable, but the whole question of accountability, and particularly the financial aspects, is one with which we are not happy", he said.

The two local authority associations are now coordinating their approach to the report closely, after talking out of line early in the summer.

Meanwhile, universities have told regional advisory councils that it is too early to cooperate in any joint planning exercises for higher education.

Police probe exam allegations

Police and Wolverhampton Polytechnic officers are investigating an allegation that questions may have been sold to students before an examination last June. A senior lecturer at the polytechnic has been suspended on full pay pending the outcome of the inquiries.

Eleven students — one West Indian and 10 Iranians — sat the Higher National Diploma in civil engineering. Three Iranians failed — and the investigation follows their appeal against the result.

The passes awarded to the other eight are being withheld until the results of the investigations are known to the polytechnic.

The polytechnic said: "Allegations have been made against a member of the academic staff in relation to the conduct of an HND examination in civil engineering.

"These allegations are being investigated both internally and externally. A member of staff has been suspended from duty on full salary pending the outcome."

The polytechnic is "regretful" that news of the investigations was leaked to local newspapers. A parallel inquiry has been launched into the source of the leak.

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Students should live at home, say MPs

by John O'Leary

The Public Accounts Committee has repeated its controversial call for more students to study at their home universities. In a report this week the committee of MPs rejects the claim by the Department of Education and Science that significant regionalisation of university intakes is not practicable.

While recognizing the benefits of living at a university, the PAC insists that freedom of choice must be weighed against the extra cost to public funds. The likely increase of 30,000 students by 1981-82 might require capital expenditure on accommodation of up to £100m, with substantial recurrent expenditure on top of that.

The committee considers that the problem merits further study, particularly in the light of a research project commissioned by the DES, which found that nearly a third of students living away from home could have taken comparable courses at institutions within an hour's travelling distance of their homes. This confirms the PAC's view of 1976-77 that the choice of a university away from home was governed more by personal preference and social custom than academic considerations.

It also noted the wide disparity between the position in England and Wales, where only 10 per cent of university students live at home, compared with that in Scotland, where the proportion is 42 per cent. The possibility of paying a standard rent allowance for home accommodation occupied by a student was one option raised for encouraging more to live at home.

The report prompted immediate criticism from Mr Trevor Phillips, president of the National Union of Students, who said the committee had failed to consider the real situation before making its recommendations. Some rural institutions could not attract sufficient home-based students, city dwellers would find it more difficult to gain places and parents would be asked to make an unreasonably large contribution to students' upkeep, he said.

"Do they now want to turn the clock back by forcing students back into the parental home?" Mr Phillips asked. "Or are we to be given our independence as adults to make our own decisions?"

Mr Laurie Sapper, general secretary of the Association of University Teachers, said: "We have examined this question. From a practical point of view it is an administrative impossibility, and because of the provision of facilities there would be very little financial saving.

"We would flatly deny any assertion by the Public Accounts Committee that choice of university is governed by social custom. All the evidence we have says that academic considerations dominate the choice of a student. Students apply because of the course, not the university," he said.

A spokesman for the Committee of Vice-Chancellors and Principals said he was unable to comment as he had not yet seen the report. But universities do not think that arrangements to increase the proportion of home-based students would necessarily be cheaper than the present system.

Professors' pay battle looming

by Ngaio Crequer

A major battle is expected over a proposal by the Association of University Teachers to put professors' pay partly on a scale which would limit vice-chancellors' powers of *patronage*.

In the majority of universities vice-chancellors and senior officers have a great deal of leeway in deciding what to pay present and new professors although there is an average figure which they cannot exceed.

Professors are increasingly annoyed that they are the only academic staff not paid according to scale, particularly as both salaries and differentials have eroded in value over the past few years. In a recent ballot conducted by the AUT in local associations, 85 per cent of professors said they wanted some kind of partial scheme introduced.

The current minimum for professors is £9,443 per annum and the average is £11,055. Professors are also annoyed because negotiations over pay are shrouded in secrecy. Negotiations are carried out by a small group of high-ranking officers and this has fuelled the professors' grievances.

The AUT has been pressing for some time for the introduction of a partial scale which would limit the university's discretionary powers. What they want is a scale which would include automatic annual increments. They have put forward proposals for such a scale to the University Authorities Panel but expect the vice-chancellors to put up fierce resistance.

Nevertheless a tiny group of universities already operate a scale system. At Newcastle the scale goes from £9,443 to £10,052 with annual increments and within the restraints of the average figure. The University Council has discretion after that.

At Hull there is a guaranteed scale of five incremental points and appointments can be made within or outside it. At another university, all professors are paid the same annual amount.

The AUT argues that if some universities can operate a scale, then others should be able to follow suit. Ironically, if a scale were to be agreed, then universities, subject to Government pay policies, may discover that they would have more flexibility.

Mr Laurie Sapper, general secretary of the AUT said: "What is of great concern to professors is the secrecy and the lack of knowledge of the way in which increases are awarded".



A. J. P. Taylor crosses the line from Magdalen to North London

New job for A. J. P. Taylor

Professor A. J. P. Taylor, the eminent historian and honorary fellow of Magdalen College, Oxford, is to become a part-time associate lecturer at the Polytechnic of North London. University College, London, where he has been a visiting lecturer for 13 years, can no longer afford him.

Mr John Tovell, University College secretary, said this week that the college had been pleased to have the services of Professor Taylor as a special lecturer since 1965, but in recent years it had been necessary to make "great economies".

"It has done this through normal staff wastage and the non-renewal of appointments made on an annual basis. Regretfully A. J. P. Taylor's post fell into the latter category and his appointment could not be renewed for the 1978-79 session."

Professor Taylor is to give a series of introductory lectures this term to first-year students on the single honours history degree at the polytechnic. Next term he will teach a number of the polytechnic's postgraduate students.

Professor Taylor described the polytechnic lectures as "a light assignment". He said he had no other university commitments after University College's decision, and he wanted to continue with occasional lecturing. Crossing the binary line "would not make a bit of difference".

Dr Terence Miller, the polytechnic director, said he was "delighted" that Professor Taylor would be lecturing at the institution. "We hope that through exposure to a very eminent historian of this kind something of value will rub off on students and staff."

The polytechnic would not reveal how much Professor Taylor would be paid for his lectures. A spokesman said he would receive "a dignified fee".

Polytechnic directors put pressure on CNAA

by Peter David

The Council for National Academic Awards is coming under mounting pressure from polytechnic directors and local authorities in the wake of its highly critical report on Teesside Polytechnic.

The report, which threatened to suspend CNAA recognition of the polytechnic within two years unless substantial progress was made by the new institution, has brought to a head a growing divergence of opinion between polytechnic directors and the council about the extent of the CNAA's charter responsibilities.

At a meeting of officers last week the Committee of Directors of Polytechnics issued a strongly-worded statement deploring aspects of the Teesside report and expressing concern about the general trend of the council's validating procedures.

It said: "The CDP has for some years become increasingly concerned with the way the CNAA quinquennial reviews and procedures have been developing. It regards the latest manifestation, that is the Teesside report, as the culmination of this process and finds aspects of the report distasteful and unacceptable."

The CDP has called a full meeting of polytechnic directors later this month to decide on what form of official and combined action to take on the Teesside episode. Individual directors have expressed anger about the personal criticisms of the polytechnic director contained in the council's report, and many argue that the one and a half days spent at the polytechnic by the visiting party could not justify the tenor of the final document.

Local authorities are also concerned about the Teesside report. A meeting of the Council of Local Education Authorities this week agreed to call for a meeting with the CNAA to discuss the council's relationship with authorities maintaining polytechnics.

The CLEA is concerned about the wide publicity given to the report.

Cleveland's education committee this week appointed a special sub-committee "with full plenary powers to determine such terms as they may deem appropriate for the relinquishment by Dr Roughton of the directorship of the polytechnic". Dr Roughton has taken indefinite leave.

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Under-usage of buildings and equipment criticized

by Ngaio Crequer

Higher education buildings and equipment probably represent some of the nation's most under-used resources, according to the Chartered Institute of Public Finance and Accountancy in its response to the brown paper, "Higher Education into the 1990s". The institute, one of the six major accountancy bodies in the United Kingdom, says that institutions must make more effective use of their resources before claims for additional help can be seriously considered.

"If student participation rates appear to be increasing in line with the higher projections made by the Department of Education and Science, then, whether by four-year terms or some other means, a method must be found to guarantee the programes of students and staff that buildings and equipment are fully utilized all the year round."

Universities should consider increasing group sizes, rationalising courses, using all buildings every day of the working week, particularly during the 15-20 weeks of vacation when they are left "virtually empty".

The institute says that the government's projections for student numbers are unsatisfactory because within the constraint of existing policies the estimated participation rates are too high, and yet if specific DES support were forthcoming, a major increase in demand for higher education could emerge. It urges the Government to look beyond simple numbers and decide how it intends to react to an increase in demand for further and higher education.

"The provision of education cannot be turned on and off like a tap, and contraction of provision in the 1990s will only be possible if expansion in the 1980s has been wisely planned. If careful attention is paid to better and more intensive use of existing resources during the 1980s, it may well be possible to accommodate any peak without generating unpleasant side-effects in the 1990s."

It says that for the sake of the economic health of the country, it may ultimately be necessary to discriminate in favour of courses which assist the economy. It thinks that deferred entry is not much help as this supposes encouragement from employers, but employment prospects still look bleak for young people.

The institute says that there must be a clearly defined government policy laying down the objectives of higher education which would include in it the implications of any changes designed to extend educational opportunity for young people in employment. There was still a need for manpower planning throughout the economy.

Proper management only way for university records

Records management systems are essential to prevent universities being over-run by paper, since 95 per cent of their records are never referred to after their initial use.

This is the advice given in a booklet, *Records Management in British Universities: a survey with some suggestions* by Michael Bott and J. A. Edwards, of the library at the University of Reading.

The authors carried out a survey to discover how universities coped with the increasing mountains of paper. They felt that without some form of control, such as organised weeding, destruction or microreduction of records, universities could be flooded with paper. They found little awareness of simple solutions; some universities had set up working parties or engaged consultants but generally efforts were piecemeal.

They say a system of management ensures prompt destruction of useless and unwanted records, temporary preservation but ultimate destruction of some records and the indefinite preservation of the permanently valuable, but that "it has been proved time and time again that absolutely nothing is to be gained by proposing elaborate and expensive methods of achieving these three measures."

Most records are "scattered" around departments and responsibility for them is shared, often between librarians, archivists, the registrar or the bursar's department.

The authors point out that although some forms of professional training is desirable for the person who runs and extends the system, the routine work of listing, boxing, shelving and retrieving records can be done by the relatively untrained.

One suggestion they say is worth considering is a regional records centre for a group of universities. They also say it is desirable to have a committee, representing an array of interests, which will have overall responsibility.

The authors suggest a plan for distributing the work of records management among existing staff. An assistant registrar or equivalent could become a manager, to discover what records are kept and which types should be destroyed and when. A stationery officer would be responsible for designing and issuing stationery material (e.g. retrieval slips) and filing cabinets. Liaison officers should be responsible for storage and issuing files on request.

They do not go into the vexed question of what records should be kept and who should have access to what. Nevertheless they do raise some of the many problems facing universities in this area and stress that a good system will not necessarily be cumbersome or costly.

Records Management in British Universities: a survey with some suggestions, by Michael Bott and J. A. Edwards, obtainable from the University of Reading Library, for £1, post free in the UK.

Exam nerves 'can be used to motivate'

by John O'Leary

Examination nerves can provide valuable motivating force if student is able to control his or her anxiety, work in the student counselling unit at Aston University has shown. Now Dr W. Dryden, of Aston's department of educational inquiry, has devised a programme of group treatment to help students constructively with the problem.

Dr Dryden, who works part-time in the counselling unit, hopes to put his ideas into practice during the coming year's examination period. The techniques, which are based on American research, have been used only in individual cases in this country up to now.

Dr Dryden puts forward his theories in the latest volume of the *British Journal of Guidance and Counselling*: "The programme should encourage the student to value and utilize the motivational properties of his arousal, and should help him to control his anxiety (not to eliminate it, as this would produce decrement), rather than aim to eliminate the anxiety completely."

Student counsellors are asked to form groups of five students, possibly for them is shared, often between librarians, archivists, the registrar or the bursar's department. embarrassment, with initial introviews to ensure that the participants are suitable. The programme then involves a "pre-treatment" to familiarize students with examination conditions, the identification of pessimistic self-evaluation and training in basic relaxation.

After this students are asked to consider which "self-statement" could help them control anxiety, concentrate on the task at hand, given further relaxation training and, finally, given a mock examination in which to try out their new skills.

Dr Dryden advocates the use of the programme to stem the mental flood of students confronting counsellors during the examination period. Although support may still be necessary for the individual student, he says, counsellors should adopt a prophylactic role to minimize the impact of examination anxiety on the student population.

Oxbridge 'good value' for taxpayers' money

by Peter David

Allegations that Oxford and Cambridge are expensive universities making significantly heavier demands on the taxpayer than comparable institutions were quite untrue, Sir Alan Cottrell, vice-chancellor of Cambridge, said this week.

Speaking during his installation for a second year of office, Sir Alan said that cost comparisons made in consultation with the Department of Education and Science showed that Oxford and Cambridge provided good value for money.

If allowance is made for the high cost of special institutions, such as the copyright libraries and major museums, which perform a national function and involve costs which do not arise in most other universities, the overall cost per student at Oxford and Cambridge (block grant plus fees) is about the average for British universities in general and is very much less than the cost per student at a number of institutions.

"This is a most creditable position for us, particularly in view of the advanced level of our teaching and our major commitments to teaching and research in the experimental sciences."

Sir Alan praised the loose federal structure of Cambridge University, which enabled the institution to work with a "mere skeleton" of central administration. But he criticized the Government and other national bodies for not recognizing the big differences between Cambridge and unitary universities.

"Virtually every external initiative, directed at the universities generally, takes a form designed for the unitary universities and is thereby usually ill-suited to our very different systems of organization", he said.

True freedom to pursue academic studies in the university's own way required greater flexibility than was envisaged by any of the national bodies. "As the debate on the future of higher education sharpens up to the next year or so, we shall find it increasingly necessary to explain and argue the case for our federal, collegiate system within a national pattern of unitary universities: at the same time the universities generally will have to stand comparison with other institutions of higher education in which the roles of teaching and research are quite different."

Sir Alan expressed disappointment with a recent pilot study carried out by the Health and Safety Executive into the application of the Health and Safety Act in universities. The study had taken little account of the organization of academic studies or the basic features of university life.

"The Health and Safety Executive, in fact, see the universities as much like industry and schools. It must be said emphatically that this is a basic misunderstanding of the situation in universities.

"Schools and universities are structured very differently and serve different purposes; staff in schools and universities have different responsibilities, different authority, and are governed differently according to their charters."

Annan states London's priorities

by David Jobbins

The University of London must be ruthless in putting teaching and research first, its new vice-chancellor, Lord Annan, said at the Royal Veterinary College this week.

In a hard-hitting speech on the university's financial problems, he outlined three areas where Government policies led to spending on things other than teaching and research.

Universities were having to pick up an "enormous bill" as a direct result of safety legislation. New laws had also increased the load on personnel departments while the Department of Education and the University Grants Committee made more and more requests each year for statistics which could not be produced without staff.

"We can complain—and justly, that Government imposes burdens on us through its legislation programme and then does not give us the funds to dispose of them", Lord Annan said.

"But however much we complain we have got to accept that they are here to stay. All the more reason why we should not accept further administrative burdens—and why we should prune the ones already in our backyard." If this was not done teaching and research would suffer "irremediably". The hard fact was there had to be cut-backs somewhere. "As a federal university we cannot have it both ways."

He called for a reduction in paper work and the length and detail of committee discussions on what policies led to.

He recalled that last year the Senate House's budget was cut by £165,000, followed by a request for a further £224,000 saving this year. This meant in effect that some things which had been done for the schools in the past would not be done in future. Some University of London Union services for students would not be available in future.

Lord Annan gave another reason why finances were in a "parlous" state. The additional maintenance cost of the five medical schools now rehoused in hospital complexes built to Department of Health and Social Security standards was about £3m a year. But the UGC included only £1m in 1978/79 for the additional medical costs—and even this was for arrears and not for additional costs for the current and future years.

A further example was the cost of examinations, which had increased in line with the expansion of new courses. The number of MSc courses had also "bloomed like Chairman Mao's thousand flowers."

He commented: "Sooner or later we must steel ourselves and institute birth control. . . . We must ask which exams must and which need in the last resort be not moderated externally."

Northern Ireland 'needs its own post school governing council'

by Patricia Santinelli

Strong recommendation for the setting up of an Education Council for Northern Ireland to improve methods of determining educational policy, has come in an independent report issued this week by the Opportunities at Sixteen Study Group.

The group, under the chairmanship of Derek Birley, rector of Ulster Polytechnic, was invited by the Minister of State at the Department of Education, Northern Ireland to inquire first into the educational, vocational and social needs and aspirations of young people prior to leaving school and in the years immediately following. Second, it was to consider the adequacy of the educational and related services now provided for them as well as advise on ways of improving and extending them.

The group envisages the Education Council as an independent body linked with the Department of Education and the Education and Library Boards and with delegated executive as well as advisory functions. It would be strongly involved with research and development, bringing together existing agencies and drawing on the services of inspectors and advisers and would initiate and coordinate policy on examinations.

The council would act as a forum for organized debate on objectives, be a source of advice for government and the institutions and a mechanism for coordinating planning effort. Its main role would be to improve links between education and industry, between schools and colleges, the youth and community services and between the various professionals in education and related services.

In its plan for the province, set in the context of serious youth unemployment and the increasing pace of change precipitated by technology, the study group stresses the need for new preparation to acquire the higher level skills necessary at a time of fewer jobs.

"Short-term training programmes for school leavers viewed in this light are stop-gap measures. The expectation that training can create jobs is likely to be disillusioning. Industry decreasingly needs young workers as such. The concept of employment and unemployment for 16-year-olds is inappropriate" the group points out.

Instead the study group recommends that all young people should have the opportunity to study, train or undergo supervised work experience until they are 18. And all young people, whether in school, college or industrial training should have the same financial assistance.

"There should be an obligation on employers of 16-18-year-olds to offer day release for specialist training or general education", it says. "Sixteen-year-olds unable to find jobs should have the right to two years full time education or training."

Labour urged to undertake policy rethink

by John O'Leary

Higher education should be abolished as a concept in favour of adult education available to everyone rather than just a middle class elite, a fringe meeting at the Labour Party Conference was told.

Mr Eric Robinson, principal of Bradford College, told the Socialist Educational Association that the Labour Party still thought in grammar school terms about post school education. "We have a preoccupation for the education of the elite", he said.

The reason why there was not a private sector in post school education was because the more prosperous classes were doing very well out of the public one.

There was a real division, he said, between the worlds of higher education, with its grant and high staff/student ratios, and that of the colleges of further education, evening institutes and industrial training centres. Two systems were in operation, "one for the intelligentsia and one for the rest", he said. "We have got to abolish higher education and dig in on the concept of adult education", he said.

Mr Robinson, who is also a member of the Labour Party's Education and Science Sub-Committee, was speaking on the subject "Higher Education into the 1990s" at a meeting chaired by Mrs Caroline Benn, a leading comprehensive school campaigner and wife of Mr Wedgwood Benn, the Energy Minister.

Also speaking was Mr Gerry Fowler, formerly a Labour junior education minister, who denounced the recent Department of Education report, "Higher Education into the 1990s" as "totally inadequate".

Thus the proposition by itself was not enough, he said. There had to be a change in a policy of commitment and a change in the class and age structure of higher education. "If that means that we have to provide more places in the 1980s then so be it."

Mr Fowler said that although it was right that more working class and mature students should be entering higher education, it ought to be happening as a policy and not just as an answer to a temporary problem.

"Instead of saying we have a policy, a social commitment, this document says 'By God we have a problem. We are likely to have too many places by the 1990s so we will look at the working class and adult returners'. That is a very odd way to get to an acceptable proposition", he said.

SRC makes four new appointments

Four new members have been appointed to the Science Research Council. They are: Dr Peter Clarke, director of the Robert Gordon's Institute of Technology, Aberdeen, and a member of the SRC's polytechnics committee; Dr Wilfred Cockcroft, vice-chancellor of the New University of Ulster; Dr Robin Nicholson, vice-president of the Metals Society; and Professor John Willmott, director of the physics laboratory at Manchester University.

The new members took up office this week.

Mrs Williams, Secretary of State for Education and Science, has also announced the appointment of two new members to the Agricultural Research Council. They are Mr Ronald Halstead, chairman of Beecham Products, and Dr Anne McLaren, director of the Medical Research Council's mammalian development unit.

Five new members are to be appointed to the Medical Research Council: Dr Sydney Brenner, head of the cell biology division of the MRC laboratory for molecular biology at Cambridge; Professor Geoffrey Dawes, director of the Nuffield Institute for Medical Research, Oxford; Professor Henry Evans, director of the council's clinical and population cytogenetics unit in Edinburgh; Professor Raymond Hoffenberg, the William Witherling professor of medicine at Birmingham University; and Professor William Shaw, head of biochemistry at Leicester University.



Professor Lord Zuckerman, a trustee of the Wolfson Foundation, opened the new Wolfson building at Southampton University last week. It houses industrial advisory units.

Piaget held up as physicists' saviour

by Robin McKie
Science Correspondent

Students' failure to learn physics reflects a trend of poor reasoning ability in populations which watch too much television and have insufficient experience of the real world, it was said last week.

At the European Physical Society conference in York last week, Professor Robert Fuller, of Nebraska University, urged that better physics education must play an important part in improving the reasoning power of people.

This was best carried out by basing teaching on the work of the French psychologist Jean Piaget, he believed. A programme of Piagetian education for college freshmen had operated at Nebraska for three years and Professor Fuller said evidence indicated that it was helping to improve students' reasoning power.

Proper education must lead to the development of formal reasoning which allows people to make flexible considered judgments. But recent studies indicated that many adults, by applying memorized formulae, words or phrases, only appeared to be thinking in a fully-developed way.

"Formal reasoning is fundamental to developing a true understanding of science and many other aspects of modern life", he said. The finding that more than one-third of American adolescents and adults did not employ formal reasoning presented a real educational challenge.

Students should be allowed to become actively involved in problems. They should have greater autonomy of action and should not be under direct control as they were in many "cook-book" laboratories where they were obliged to follow step-by-step instructions.

Instead, students should be allowed to explore instruments or problems and be given time to discuss important issues and concepts without explicit concrete instructions. Learning cycles based on these open-ended principles operated at Nebraska for all courses for college freshmen.

But, later in the week at a workshop session on physics education, one of its organizers, Dr John Gilbert of The Institute of Educational Technology at Surrey University, said no studies had been carried out in Britain into the degree of formal reasoning abilities of students.

AUT 'victory' on conditions for researchers

A "symbolic victory" has been claimed this week by the Association of University Teachers in its campaign to improve the working conditions and job security of scientific researchers.

Mr John Akker, AUT deputy general secretary, said that Dr Anne Simmons, chairman of the newly formed Association of Researchers in the Medical Sciences, had been told by her employers, Guy's Hospital, London, that she would not be asked to sign a contract waiving her rights to redundancy pay.

Dr Simmons launched the ARMS recently to press for better conditions for research staff in medical schools, many of which insisted on researchers signing away their rights to redundancy payments.

But Dr Simmons said the school had not changed its overall policy and other researchers were still being asked to sign waiver clauses.

Nancy Seear fellow appointed by LSE

The first Nancy Seear fellow in personnel management has been appointed at the London School of Economics for the session 1978/79.

The fellowship was established at LSE after an appeal launched with the support of the Institute of Personnel Management, following the retirement of Baroness Seear as reader in personnel management, to commemorate her and her active work in teaching and with the Institute.

The Fellow is Mr Robert Lesly Horwood, a senior personnel manager with British Airways. Before joining BEA/British Airways he worked for Massey-Ferguson and Ford.

The fellowship will be awarded annually.

Overseas staffing constant

Recruitment for technical education and training posts overseas remained constant last year despite a recommendation by the Central Policy Review Staff that the specialist agency dealing with them should be closed.

The annual report of the Technical Education and Training Organisation for Overseas Countries makes only passing mention of the CPRS "think tank's" recommendation, which was never implemented, that TETOC should be either abolished or incorporated into a smaller British Council. It had been decided immediately that the organization's work should continue, and the year 1977-78 produced almost 1,000 individual attachments to British firms and the recruitment of 93 British technical teachers for posts abroad.

"It is not easy to look over your shoulder when you are being urged forward on a path which leads to the close horizon but to the distant objective of long-term projects and programmes", said Mr H. H. Stewart in his first report as director general of TETOC. "The staff, hard-worked and happy to be so, were able to contemplate the future without great loss of confidence."

The report lists numerous projects undertaken on behalf of countries throughout the Third World, many involving British institutions of higher education.

One important development in the field of technical education listed was the use of arrangements whereby a British polytechnic or college commits resources for a three- or four-year programme involving staff in overseas assignments without a direct financial burden on itself or the local education authority.

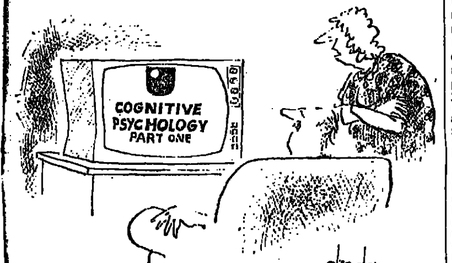
Technical Education and Training Organisation for Overseas Countries: Annual Report 1977-78, available free from the secretary, TETOC, 35-37 Grosvenor Gardens, London S.W.1.

A third get welcome in valleys

Almost one-third of the full-time students at the University of Wales—4,606 out of a total of 18,098—are coming from the Principality. Of the these, 2,243 per cent were from other parts of the United Kingdom and 12 per cent from overseas.

By no means all Welsh students were studying in their own country. At the same time 10,282 students from Wales were, doing first degree courses at other universities in the United Kingdom.

This picture emerges from *Statistics of Education in Wales No 3, 1978*, HMSO Cardiff, £3.25.



"Who's in it, pet?"

Exam inquiry held up

Police inquiries into allegations that exam questions may have been sold at Wolverhampton Polytechnic are being held up because a number of potential witnesses have left the country.

Detective Superintendent Bob Roberts, who is leading the investigation, said: "The students I am interested in seeing are abroad. While it is hoped that they will return it is by no means certain. It is hoped they will be seen before a final case is submitted to the Director of Public Prosecutions."

The allegations concern the conduct of a Higher National Diploma exam in civil engineering sat by 11 students last June. Three of the 10 Iranians who sat the exam failed—and their appeals against the decision led to the inquiry. A senior lecturer has been suspended on full pay pending the outcome of the police inquiry—and an independent investigation is being carried out by the polytechnic.

The passes awarded to the other eight candidates are being withheld until the result of the inquiries is known.

The polytechnic is naturally taking the allegations very seriously and wants to put the affair in context. It pointed out it has 6,000 students—and only 11 are apparently involved in the present scandal.

This summer the polytechnic achieved 112 HND and 260 Higher National Certificate passes, it added.

New registrar at Manchester



Mr Kenneth Kitchen

Mr Kenneth Ernest Kitchen, deputy registrar at Manchester University, is to succeed Mr Vincent Knowles as registrar, from October 1, 1979.

Mr Kitchen graduated with first class honours in politics at Nottingham University in 1960 and was then a postgraduate research student at Nuffield College, Oxford for two years. He was an assistant professor of political science in Carleton University, Ottawa, for three years and joined the staff of Manchester University in 1965 as an administrative assistant. He became deputy registrar in 1971.

He has recently been the administrative training officer, on a part-time secondment basis, for the Committee of Vice-Chancellors and Principals.

Students to fight brewers' SA links

The National Union of Students is to carry out a survey of breweries' connections with South Africa so that a blacklist could be circulated among individual unions.

Mr Trevor Phillips, NUS president, said there would be a recommendation to cease trading with any breweries with links with South Africa so that student facilities would not be associated in any way with apartheid.

Universities comforted on microelectronics prospects

by Patricia Santinelli

Predictions that universities and colleges would face obsolescence through the microelectronics revolution are described as naive by Professor William Gosling of Bath University in a Council for Educational Technology occasional paper to be published next week.

Professor Gosling thought that on the contrary the new technology would augment, expand and supplement their roles, the true lesson that could be drawn from the Open University.

But he warned that the technological revolution represented an immediate challenge for education and educationists who would have to recognise that it was not only the means by which education was carried that would be radically modified but also the very ends at which it was aimed.

One conclusion, then, could draw from the present state of the technology was that in future few children would need to be prepared for a working life in manufacturing industry, but these few would require very high order skills.

"It is likely that in future industrial employment will be for graduates, technicians, skilled craftsmen and a few others", he said. "Mass production and repetitive tasks of all kinds will be best done by robots."

The professions were also likely to be profoundly affected. In medicine, for example, accurate diagnosis was one of the information retrieval tasks that a computer did best.

"Therefore, more than ever in history, we must be flexible in our educational methods and goals. We must be prepared to devise new kinds of educational experiences and abandon old ones", he said.

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RESEARCH

OU puts the lid on jam-making at the WI

by Maggie Richards

Plans are being made to expand the use of the Open University's undergraduate course materials for continuing education purposes following the success of an experimental project in Norfolk.

Using extracts adapted from three OU undergraduate courses, members of the Norfolk Federation of Women's Institutes were encouraged to participate in the project last year. Their reactions form the major part of a report on the experiment published recently.

Based on the results of the research and two other similar projects conducted more recently, the OU's post-experience unit now hopes to offer suitably adapted materials on a far wider basis to WI groups early next year.

The unit is also hopeful that other organizations, including local education authorities, may be interested in linking up for other schemes.

In Norfolk the original aim was to offer 72 places for students on the pilot project, but a hitch in publicity arrangements meant that five groups with an average of nine students each were eventually enrolled. Places on the three pilot courses were free.

Each course lasted ten weeks, with the majority of the work being home-based. Four group discussion sessions lasting one-and-a-half hours each were organized in conjunction with each course.

The sessions, which took place at Wensum Lodge Adult Education Centre in Norwich, enabled students to meet and pool their problems. Discussion group meetings were also used for viewing of television materials associated with the course.

To select subject-matter for the three courses, the Norfolk WI's county committee was invited to put forward a list of topics. The unit then tried to match those suggestions most closely to course materials. It was finally agreed that the three courses should be: water conservation; industrial archaeology; and design in everyday life.

Each course consisted of a study guide, containing a full explanation of the structure and components, and a study programme, which detailed week-by-week instructions. An important component of each course was the optional project designed to allow students to apply knowledge gained to their own environment.

No formal assessment was made of students' work. Instead students completed a series of self-assessment exercises. Three multiple-choice question papers were also supplied to be returned to the course organizer at the OU. Comments on the course work were then relayed back to the student.

Students' comments were invited as the courses progressed, and further information obtained at discussion group meetings. A questionnaire was also circulated to all students and completed by 36 of them.

When questioned, more than four-fifths of the students said they were prepared to pay to undertake a similar course. The majority also felt that similar schemes would produce a lot of interest among Women's Institute members generally.

Eighty per cent of the students were prepared to pay at least £5 for courses, and 40 per cent were prepared to pay £8 or more.

Responses also showed that students wished to continue their studies as part of a group, rather than on an individual basis, despite any travelling difficulties.

The Norfolk Experiment, by Judith Calder and Simon Baines, published by the Survey Research Department, Institute of Educational Technology, The Open University, Walton Hall, Milton Keynes MK7 6AA.

British politics register a boom

by Peter David

The emergence of powerful Welsh and Scottish nationalist parties, the prospect of devolution and the problems of Ulster have fuelled a boom in research into the politics of the United Kingdom.

A register of research into United Kingdom politics, published last month for the first time, reports current research relevant to the changing structure of the United Kingdom by 79 academics.

The researchers are working in 40 different institutions, including universities in the United States, Canada, France, Norway and the Republic of Ireland, as well as in the United Kingdom.

The register, compiled by Mr Barry Jones, a member of the department of applied economics at the University of Wales Institute of Science and Technology, shows the interest in the devolution of power is not confined to Scotland and Wales.

Regionalism, decentralization of local government within England are being studied by a large number of researchers.

The register gives brief details of the research interests of academics who responded to a questionnaire sent to departments of politics and relevant departments of public law, planning, sociology and political economy.

The research register is to be revised in 1980. It is sponsored by the Political Studies Association's Work Group on United Kingdom Policies, which is chaired by Professor Richard Rose, of the University of Strathclyde. It is published by the university's Centre for the Study of Public Policy.

A Register of Research into United Kingdom Politics is available from the Centre for the Study of Public Policy, University of Strathclyde, including postage in the United Kingdom and £1.25 elsewhere.

Spotlight on young unemployed

by Patricia Santinelli

Youthaid's latest research project concentrates on unregistered youth unemployment, focusing particular attention on two typical areas in South London.

The Manpower Services Commission estimates that there are some 80,000 unregistered young unemployed. Until now there has been very little work in either quantifying the problem or in examining how the statutory agencies might respond.

"This is despite the fact that many of the activities associated with unregistered youth unemployment are casual and outside the law and are contributing to the formation of a lost generation" said a Youthaid spokesman.

One of the main aims of the project will be to identify and to work among unemployed youngsters in Inner London who have failed to register or maintain contact with the appropriate agencies. Ms Mary Nevitt who is in charge of the project will try to find out the real reasons for young people not registering.

She will balance the extent of unregistered unemployment among young people normally living in these areas against the size of the migrant unregistered young population which drifts to the south from other areas of high unemployment. She will also study how these young people become associated with crime, vandalism and prostitution.

The listing of all our plants

The National Vegetation Classification, which aims to provide a standardized description of all British vegetation types from artificial and natural habitats, has received a further grant of £57,000 from the Nature Conservancy Council.

This extends the contract to 1982 and increases the total grant from the NCC to over £200,000. The research project is based in the department of biological sciences at Lancaster University but also involves the universities of Cambridge, Exeter and Manchester.

Over the past three years, the five full-time research assistants have extended coverage over much of England and Wales and parts of southern Scotland and have provided over 10,000 lists of species and habitat descriptions from sites ranging from mountain summits to coastal dunes and from trampled farm tracks to undisturbed ravine woodland.

The data, with information from external sources, will be analysed by computer and in the final two years of the project the material will be prepared for publication.

Dr John Rodwell, National Vegetation Classification Organizer, said: "The project has aroused a good deal of interest among plant ecologists, conservationists and planners, both in this country and abroad, and contacts are maintained with workers in similar studies throughout Britain and in Europe and North America."



How much pollution do cows pick up?

Getting the lead out

by Ngaio Crequer

Samples of grass, soil, moss, cows' milk and dung are to be analysed for lead levels to examine the effect of road pollution on agriculture.

Scientists at Aston University have chosen two motorway sites, near the M6 at Sandbach, Cheshire, and on the M5 in Gloucestershire, for their two-year research project into the effects of vehicle lead pollution on agricultural land.

Farmers are concerned that high concentrations of lead from exhaust fumes could be affecting crops and livestock and might even be passed on to humans. An earlier pilot study in the Midlands seemed to suggest that the increased lead on farmland was the result of traffic nearby and not brought about by fertilizers or buried rubbish.

If the research proves that roadside pasture levels are dangerously high, detailed recommendations will be made to farmers to reduce the hazard to grazing livestock. Often simple measures, like harvesting at right angles to the road instead of parallel to it, can reduce lead contamination. Also, the application of fertilizers at the right time could cause a spurt of growth and a dilution of lead levels.

The research is being supported by a £5,000 grant from the Associated Ocel Company and by an award from the Wolfson Foundation.

Bitter truth about VAT

Some 10,000 bitter businessmen with gripes about Value Added Tax will be able to grumble officially as part of a Bath University research project into its working.

A £42,700 grant has been awarded for the project by the Social Science Research Council. Professor Cedric Sandford, director of the Centre for Fiscal Studies at Bath, will head a team questioning businessmen throughout the United Kingdom about the time and money they spend complying with the VAT regulations.

Other members of the team are Mr Peter Hardwick, lecturer in economics, and Mr Mike Godwin and Ian Butterworth, research officers attached to the university. The team hopes to discover which traders are the hardest hit by VAT, the extra costs incurred as a result of the tax, and whether businessmen are able to make profitable use of the tax.

Injured sportsmen get the treatment

The first sports medicine clinic at Manchester University has opened at Manchester. It will enable some 700 students treated each year for major and minor injuries to be helped more speedily and scientifically.

A part-time orthopaedic specialist and full-time physiotherapist have been appointed. Ultrasonic equipment has been bought to enable heat therapy to be used for soft tissue injuries. An ice-making machine, for ice-packs, will be used to relieve pain and decrease swelling.

The clinic will not only treat injuries but provide valuable research data into the effectiveness of various types of treatment.

Employment laws biggest headache for small firms

Conservative Party claims that employment legislation is the biggest problem facing small firms in current economic conditions are not borne out in a survey carried out for the Government.

The Department of Employment agrees that the size of the sample — 301 firms employing less than 50 people — is too small to permit generalization of the results to include small firms throughout the economy.

The poll, carried out by the Opinion Research Centre was limited to five industrial sectors and did not cover the entire country.

But only 2 per cent of the employers questioned said that employment legislation was the main difficulty they faced in running their businesses. It rated fourteenth on a list of problems suggested by the businessmen.

Only 7 per cent identified employment legislation when asked if any Government measures caused problems.

Earthquakes provide clues in search for minerals

by Robin McKie
Science Correspondent

A research team from Leeds University has begun work in the West African state of Senegal on an experimental programme aimed at understanding the processes which mould the Earth's crust and are responsible for global mineral distribution.

The project, backed by a £39,801 grant from the Natural Environment Research Council, will use seismic readings of shock waves from earthquakes, to chart rocks in the Earth's crust near the site of the experiments. Using similar findings, geologists can then calculate how earthquakes were formed and so predict where minerals are likely to be found.

The team, headed by Professor J. C. Briden, of the Department of Earth Sciences, will work in Senegal until March next year. Two researchers, Dr Graham Stuart and Dr David Whitcombe, have already gone to set up equipment and the rest of the team will join them later this year.

The site is close to the join of the 2,600-million-year-old crust of the West African shield and the Mauritanide belt, which is only one tenth of that age. The research will help show how the coastal belt rocks became attached to the main shield.

The Leeds team will use 25 short-period seismometers, three long-period instruments and six multi-channel tape recorders. They will pick up earthquake signals from the eastern Mediterranean, Peru and Fiji areas and will measure their arrival time very accurately using time-signals from special VHF radio stations. The shock waves reaching the instruments from different angles will then give information about the material through which they are passing.

The project was principally aimed at understanding global geological structure, rather than local ones.

Cost to Shetland economy of the oil boom

The mixed economic blessings of the Shetlands oil boom have been analysed in a study published by the University of Edinburgh. The report, commissioned by the island's council, shows that the overall prosperity of Shetland's economy masked varying fortunes in local industries.

Most of the growth since 1971 has been concentrated in the service sector and stimulated by oil-generated demand. The traditional basic industries, which remained central to the economy, received no stimulus from the investment in oil and actually declined in real terms between 1971 and 1976.

The report's author, Dr I. H. McNicoll, estimates that local output in fishing, fish processing, textiles and other manufacturing declined by £2.8m in real terms in the period.

The report is based on a survey of more than 100 island firms, giving an input-output table recording the sales and expenditure

North American News

Cutbacks in spending hit Canada's scientists hard

from Clive Cookson
WASHINGTON

Just three months after the Canadian Government raised the spirits of the country's scientists by announcing "a new national priority for research and development", it has plunged them back into depression with a series of swingeling cuts across the whole field of research.

The cutbacks are part of a huge reduction in federal expenditure that the Finance Minister Jean Chrétien expects to amount to $15 billion in 1979/80. (The measures are intended to attack inflation and shore up the Canadian dollar, which is now worth only 85 US cents.)

But the fact that they are victims of large-scale economic pressures is no consolation to Canadian scientists and scholars, who have seen the resources available for their research projects whittled away steadily during the 1970s.

In June the Ministry of State for Science and Technology (MOSST) announced a series of initiatives which were supposed to inaugurate a new drive to increase Canada's spending research and development from the present 0.9 per cent of Gross Domestic Product (the lowest proportion in the industrialized world) to 1.5 per cent by 1983 (*THES*, June 2, 1978).

Scientists feel that, since Science Minister Judd Buchanan, called this 1.5 per cent target a national priority, research should have been excluded from the latest round of cuts. Eight scientific and academic organizations with a total membership of 185,000, including the Canadian Association of University Teachers and the Canadian Medical Association, have made their feelings known by sending an angry telegram to Prime Minister Pierre Trudeau, warning of the "disastrous" implications of the cuts for higher education, research and health care.

Their spokesman, John Kucharczyk of the Canadian Federation of Biological Societies, explained that they are worried about two aspects of the government package: the reductions in direct federal support for research and development, and a proposed cut of $220 million (3 to 4 per cent) in federal payments to the 10 provincial governments to support post-secondary education, health care and social assistance.

The latter is potentially even more worrying for universities than the research cuts, he said, although its effects are less certain because it can only be implemented after the federal government has renegotiated the present "cost sharing arrangements" under which Ottawa transfers tax revenues to the provinces.

But if the provinces do lose $220 million of federal money the consequences for the universities could be serious, especially in the impoverished maritime region (Nova Scotia, Newfoundland, New Brunswick and Prince Edward Island) whose governments would be unable to make up the loss from other sources.

The three councils that make grants to university researchers have all suffered cuts. The Natural Science and Engineering Research Council and the Medical Research Council have escaped relatively lightly, with losses of $500,000 each (they were given budget supplements of $5 million and $3 million respectively in the June announcement).

But the new Social Science and Humanities Research Council loses $2.1m — more than wiping out the $2m bonus it received in June. A federal official explained that its activities were regarded as "cultural" rather than "productive". Other cultural organizations, such as the Canada Council and the Canadian Broadcasting Corporation, suffered similarly — the national museums budget was chopped by $5.5m.

Individual federal departments have had more substantial amounts cut from their research budgets. Agriculture will lose $3.5m, energy $11.7m, fisheries $11.1m and transport $5.8m. The main victims will be the Government's own laboratories.

One of the biggest losers in percentage terms is Statistics Canada. A quarter of the annual budget of its education, science and culture division, which provides an excellent information service for and about universities — and is a major unifying influence on Canada's highly provincialized system of higher education — will be lost.

The Government insists that it has not abandoned its intention of boosting research and development expenditure to 1.5 per cent of gdp. However, John Kucharczyk maintains that the latest cuts have put the target out of reach: the growth rate would have to be 26 to 27 per cent for industrial R and D and 17 to 19 per cent for Government and university research to attain the 1.5 per cent level by 1983, he estimates.

● Although some Government departments have not announced how their cuts will be apportioned, it is clear that most reductions will affect activities which are not specified by statute or are not otherwise committed, writes Edward Sheffield from Ottawa.

Weekly allowances for adults undergoing occupational training are to be reduced drastically for those with fewer than three dependent children, but increased for those with three or more, effecting a net reduction of $39.3m. Some low priority training activities will be dropped but training for skills in short supply is to be encouraged by infusion of an extra $70m.

Assistance for labour studies in institutions of post-secondary education, which amounts to $170,000 this year, will not be available in 1979-80. However, the programme of grants to unions for labour education, begun in 1977, will continue.

Loans for student housing will cease. Current commitments to aid the construction of university health science facilities (e.g. medicine at the University of British Columbia, dentistry at Dalhousie University, veterinary science at the universities of Guelph, Saskatchewan and Montréal) will be honoured, but no new commitments will be made before 1980.

Bakke enrols peacefully

Allan Bakke enrolled peacefully at the University of California's Davis Medical School last week. When he was denied for his first day of classes the 38-year-old space engineer was greeted by about 100 noisy demonstrators, protesting against last June's historic Supreme Court ruling in his favour, but no one tried to prevent him entering the lecture hall.

The protestors, who included black, white, hispanic and Asian students, chanted slogans like "UC supports you can't hide, we know you're on Bakke's side". Mr Bakke, maintaining his smiling but silent public face, ignored them.

His appearance confounded rumours that he would stay away from the medical school for at least a few days, to avoid a confrontation — or even that, having made the point that he had been a victim of "reverse discrimination" when Davis rejected him in 1972 and 1973, he would remain in his job with NASA and not go to medical school at all.

Meanwhile, university administrators and legal experts remain almost as uncertain about the implications of the court's Bakke rulings as they were on the day they were released. Several conferences and study groups have attempted to draw some practical guidelines out of the confusion, but their success has been limited by the fact that none of the six opinions issued by the Supreme Court was endorsed by a majority of the nine justices.

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Members of the Animal House fraternity display their unpretentious lifestyle

Lunatic side of college life revealed

Clive Cookson goes to the movies to review one of the latest box-office successes

For decades Hollywood has turned out phoney films about university life. Their mood, whether intense or frothy, has generally been laced with bogus sentimentality or reverence.

But at last a movie has caught the authentic atmosphere of lunacy lurking within American higher education.

National Lampoon's Animal House presents a side of college life that the foreign academic would never know about from reading serious journals, or probably even from spending a year or two on an American campus as a teaching or research fellow.

It is a world of fraternity rushes and pledges, deltas and omegas, alumni and homecoming parades, wimps and blimps, coeds and the ROTC.

Since its release in August, *Animal House* has become one of the big film hits of the year, and its distributors, Universal Pictures, say it will be shown in Britain and elsewhere in due course.

The setting is Faber, site of an American student fraternity — full of mumbo-jumbo that will strike a chord with Freemasons or members of private Oxbridge clubs, though they are far more brutal than either — as to be revealed to the world.

The movie is set in a medium-sized private college (Faber College) in 1962. But those who have been to big state universities in the 1970s tell me that much of the action is reminiscent of their undergraduate lives. Fraternities and sororities, the elaborate annual parade in honour of the "homecoming" alumni, even the Reserve Officers Training Corps have survived the passage of a wave of radical protest and the onset of the "new seriousness".

As its full title indicates, *Animal House* is an offspring of *National Lampoon*, a highly successful satirical magazine started eight years ago by three newly graduated editors of *Harvard Lampoon*.

The film shows touches of the same hilarity in appalling taste that characterizes the magazine and its other spin-offs (books and radio, television and stage shows), as, for example, when a coed, the sweetheart of one of the heroes, is killed off in a "kiln explosion".

The plot — not quite submerged by the burlesque imagery and riotous action — involves a feud between the most respectable fraternity on campus and the most disreputable, and the efforts of the college dean to close down the latter (Delta House) and expel its members.

The heroes and villains are almost all students. Only three "grown ups" feature at all prominently. One is Dean Wormer, who looks and acts almost exactly like a sadistic English public schoolmaster with an American accent (there are shades of Lindsay Anderson's *If* in *Animal House*, except that the farce is played only for laughs while *If* had pretensions to seriousness.)

Mrs Wormer is an attractive alcoholic. One of the Delta House inmates tries to pick her up at the supermarket by making suggestive comments in front of the cucumbers — not knowing she is the dean's wife. She accepts his invitation to a "toga party" (a Roman orgy) that the fraternity is holding that night to celebrate the dean's threat to close it down . . .

The third grown-up is a pot-smoking, corduroy-suited, student-seducing English professor played by Donald Sutherland.

The students include two of the funniest farmen ever seen together. One, the class "Blimp" played by Stephen Furst, is the ultimate in wet flabbiness.

The other is John Belushi — the real star of the film. He plays Blutarsky, a manic ox of a student with a grade-point average of 0.0 and a tendency to crash his car into the ground at odd moments.

Belushi has few spoken lines — the only one I can remember is his lament, "Seven years of college down the drain", when Wormer expels him from Faber — but much destructive action. Blutarsky is now "Senator Blutarsky of Washington DC", according to the whore-and-they-now rollcall at the end of the film (a marvellous send-up of the ending of *American Graffiti*.

Animal House is certainly reviving fraternities round here", said one Washington student leader. Toga parties are said to be all the rage this semester.

Students show outrage at faculty strike

The academic year opened with a rash of college strikes in the neighbouring midwestern states of Michigan and Illinois, involving all three of the national faculty unions.

The biggest strike almost completely shut down the nine community colleges of the Chicago City Colleges system for nearly a month. The colleges finally opened after a marathon negotiating session, with Chicago Mayor Michael Bilandic as mediator, produced a provisional agreement.

The settlement, which came just as the administration was threatening to scrap this term, was widely attributed to the intervention of the leaders of the 110,000 students. They held a well publicized rally in the city centre to show their outrage that a complex dispute over pay and teaching loads should deprive them of their education.

At Eastern Michigan University, where a two-week faculty strike has now also ended, a student sued the strikers and the university administration for harming his education. The suspension of classes there affected 18,000 students.

Another 34,000 students were deprived of their classes at Wayne State University in Detroit, where the local chapter of the American Association of University Professors joined non-academic clerical and administrative staff on strike.

Honour for Mrs Williams

Radcliffe College, the female arm of Harvard University and probably the best known women's institution in American higher education, has kicked off its 100-year celebrations with a biennial Convocation at which honorary doctorates, the first ever conferred by the college, were presented to "ten outstanding women".

The recipients included Shirley Williams, Britain's Secretary of State for Education and Science, who delivered the keynote address, and nine well known American women from the arts, medicine, education, architecture and the church.

Mrs Williams spoke, among other things, of the "need to establish more firmly the concept of mutual parental responsibilities, fatherhood as well as motherhood." Fathers must be made aware that the job of looking after the family can no longer be left to their wives.

"We can use the margin that current tragically high levels of unemployment give us to make working hours more flexible, to create more short-day and part-time jobs, to reduce overtime, to allow a margin of time off to both parents which can be used when a member of the family is ill." She went on: "In other words, work should be adapted not just to individuals but also to families."

Later, Mrs Williams warned her audience to beware of two charges levelled at higher education that can inhibit the growth of knowledge and intellectual curiosity. One is the increasing specialization of language: it becomes harder and harder to understand the languages of disciplines like sociology, economics, psychology, let alone the natural sciences. The languages of disciplines become more and more private languages: the practitioners cease to communicate, except to one another, in a closed and shrinking enclave.

"As a politician, daily involved in making decisions which for better or worse affect many thousands of my fellow citizens, I'm puzzled that so many academics have abandoned whatever influence they might have had on policy-making by the simple device of becoming incomprehensible — to politicians certainly, to civil servants and to the public at large."

The second characteristic of academi life, she said, is hubris — pride or even arrogance. "Highly educated men and women may forget that we are members one of another — not only islands, but part of the main."

Unlike Somerville and the other women's colleges of Oxford, Cambridge and London, Radcliffe did not set up its own faculty of women academics. From 1875, when 27 women from the Boston area were taught by Harvard professors in two small rooms in a rented house, the college has depended on Harvard for its instruction.

Overseas News

Radical changes proposed for special-research institute

from A. S. Abraham

BOMBAY

The Indian Institute of Advanced Study, situated in what used to be the summer capital of the British Raj, Simla, and housed in what was once the Governor-General's residence, should not continue in its present form because it has not achieved the objectives for which it was set up in 1965.

This is the grim conclusion of a three-man review committee, the second in the institute's brief history, appointed by the federal government to investigate its working.

The institute was meant to be an autonomous, residential centre for high-level research, particularly in the humanities and the social sciences. Its models were Princeton and All Souls College. It was to foster inter-disciplinary study of a standard unattainable by the country's ordinary universities by "relating intellectual endeavours to the full complexity of social values".

But, says the committee, there is no evidence that the work that has been done at the institute is in any way better than that accomplished at regular universities.

For that matter, not much seems to have been done. Of the 152 research fellows who have worked in Simla since 1965, only 35 produced papers. None of these papers has been assessed by experts from elsewhere and only a handful of them, the committee finds, can claim to have made any significant conceptual advances.

Published papers, moreover, did not sell well at all chiefly because, according to the committee, publication by the institute lacked the editorial rigour of private publishers who cannot afford to lose money.

The committee faults even the institute's location. Simla, it says, is a hill resort with no tradition of scholarship.

The committee considers the institute to be autonomous only theoretically. All those on both the governing body and the society which sponsors the institute are government nominees. The chairman of the governing body is invariably the federal education minister. Moreover, though fellows are supposed to be chosen by a selection committee, the education minister also has the power to appoint them. This has enabled many dyed-in-the-wool bureaucrats to become "scholars".

The committee proposes radical changes in the institute's structure and governance and concludes that, so far, it has not justified the lavish funds expended on it which would have been better spent elsewhere.

Bitter showdown over salaries

from Uli Schmetzer

ROME

The rectory of Rome University was hastily padlocked and its valuables stashed in a safe to prevent them from being requisitioned by an official receiver.

The embarrassing incident was part of a bitter battle by disgruntled lecturers and assistant professors to force a showdown with Italy's education authorities over their chronically inadequate wages.

Armed with a requisition order issued by a Rome magistrate (which recognized that three plaintiffs received substandard remuneration for their jobs) the receiver first appeared at the bursary where a startled staff handed over the 630,000 lire (£80) in the petty cash box.

His next target was the rectory where furniture and valuables were to be confiscated for pawning.

However, the assault on the rectory was heralded by a cheering crowd of students and staff members who accompanied the receiver and his four lawyers. Forewarned, the rectory managed to shackle its gates.

According to university sources 200 lecturers (the so-called "unstables" of the Italian education system) have attempted similar legal manoeuvres to focus the spotlight on their claims for fairer wages and job security.

Behind the Rome rectory caper is a snowballing movement of support for the 30,000 Italian lecturers and assistant professors (the campus staff middle class earning about £4,800 a year) whose jobs come up for annual review and whose future is often decided on the whim of the dean.

Their case has not only snagged a 51-clause University Reform Bill but has become a political issue which might well help to topple the Italian government in the next months.

Socialist leader Bettino Craxi, the new maverick on the complex Italian political scene, has already dismissed the reform proposals as "lacking any effective plan of government" and singled out the long overdue higher education Bill as one of the "accumulated knots" which could give Prime Minister Giulio Andreotti's government a heart attack soon.

Demanding "an adequate and effective reform and not any old type of reform", the powerful National University Committee (a union which claims to incorporate the majority of university teaching staff) has now warned that its members will paralyse the autumn examinations unless the reform Bill satisfies the needs of the "unstables".

The committee wants the creation of new teaching categories in which lecturers and assistant professors would be considered permanent staff. It also points out that university staff in Italy for years have been excluded from adequate wage increases.

In its proposals for the reform Bill the government has left the situation of the "unstables" somewhat in limbo—promising the creation of additional teaching posts, without stipulating salaries or legislating on permanency.

Three months after the proposals were tabled in June there is still no concrete Bill before Parliament. In fact the reform has been caught in a political power struggle with some parties viewing the explosive campus situation as an opportunity to debilitate the unnatural Christian Democrat/Communist majority block. Their efforts have been enhanced by the dilution of the original proposals to accommodate the conflicting views of the various parties.

Paradoxically, the reform (which should have gone through Parliament before the start of the next academic year in October) has run aground on the issue of the "unstables" and not the proposed return to *numerus clausus* which spells the end for the 10-year experiment of Italy's mass universities.

Strangely, too, a reform which has been a battle-cry for a decade has now been turned into a political pawn on which hinges not only the future of the university but maybe also that of the government.

Revised course structure 'must be flexible'



Dr Pais: supported

from John Richardson

THE HAGUE

The Netherlands' most important advisory body to the Ministry of Education, the National Education Council, has expressed its general support for Minister Dr Arie Pais' plans to restructure higher education. However the council makes a plea for more flexibility in the proposed course structures.

The council argues that in some subjects three years would be sufficient to reach first degree standard if the research component were left to the postgraduate phase. This would then allow time for three year postgraduate research courses for the most successful students.

In his policy statement *Mass Higher Education* the Minister stated that the present first degree courses, which take an average of seven and a half years should be replaced by courses of four years after which the top 40 per cent of graduates would be allowed to study for higher research degrees and professional training in fields such as education and medicine.

Some fears have been expressed in the council that if there is a successful tightening of regulations affecting the time allowed for students to complete their courses, which it is admitted is needed in order to cut costs, then course improvements needed for educational reasons may be hampered by putting different types of courses and students in a common straight-jacket.

The Minister has said that on the first degree courses it may be possible for students to take an extra year, and on the postgraduate courses an extra three months. The council argues that the students should be allowed even more freedom.

There is also criticism that too little attention has been paid to the position of the largely monotechnic colleges for higher professional training. The Minister's policy statement does comment on the need for more cooperation between them and the universities, and mentions possibilities of students transferring between the two types of institution.

The council states that one of the reasons that higher education restructuring proposals have not really got off the ground in the past, has been uncertainty over the possibilities for financing the new postgraduates studies.

Negotiations on autonomy run into trouble

from James Connell

BILBAO

The long-standing demand of Spanish universities for autonomous status was one of the first concessions extracted from the new democratic government.

University authorities who had hoped to be free of at least some of the Madrid shackles which held them tightly bound to centralized bureaucracy seem to have been over-optimistic.

Protracted negotiations with the central authorities have run into trouble. Numerous working parties of dons and academic authorities duly submitted recommendations which appear to be at variance with the Education Minister, Mr Inigo Cavero's criteria for autonomy. It was rumoured that a rough draft of the autonomy Bill had been drawn up by a special commission of university rectors and government officials but this was afterwards denied.

To force the issue, Barcelona University, representing Catalonia, a province which has been granted a considerable measure of self-rule, proposed that 250 vacant teaching posts in Catalan universities should be left uncovered pending the outcome of the autonomy negotiations.

Madrid University followed suit with a request that the centralized *oposiciones*—competitive examinations through which staff are appointed to state university posts—be frozen for the same reason.

These moves by Spain's two biggest universities were aimed at forcing the government to take a definite stand on the politically sensitive issue and ease tensions which were becoming evident at other universities.

Apart from the complications surrounding the transfer of executive power from a heavily centralized system to individual universities, the crunch is unanimously seen to be that of the Madrid appointment and subsequent control of teaching staff.

Most universities oppose the *oposiciones* system as an ineffective selection process and consider that autonomous institutions should have the right to hire and fire teachers in accordance with their own requirements.

The pressures applied by the academic authorities to postpone the examinations proved unsuccessful and official examinations offering 1,500 university posts throughout Spain were announced. Many [illegible] as evidence of the administration's determination to keep a hold on its right to appoint teachers. Barcelona, Madrid and Cordoba universities promptly denounced the decision to hold the examinations with the autonomy negotiations unresolved as "provocative".

The ruling parliamentary party, the Democratic Centre, intend presenting its Education Bill to the Senate, the Spanish upper house, in which the autonomy clause is vaguely formulated, without any modification.

In the interim confusion many key faculty members in universities in belligerently autonomous areas have asked for transfers. The permanent commission of the university assistant lecturers' union has stated its dissent by calling for an unlimited strike of their members when the universities start in October.

Number of new degrees is decreasing

from Lindsay Wright

WELLINGTON

The rate of creation of new degrees and diplomas at New Zealand's universities seems to be decreasing, if the recently released annual report of the Curriculum Committee of the University Grants Committee is any guide.

Only eight new diploma or degree qualifications were instituted last year—one more than in 1976, but well down on the 15 for 1975, 16 for 1974 or 19 for 1973.

These represent only a fraction of the academic developments since a wide range of new options have been added to existing degree or diploma courses, but the apparent drop in the growth of new qualifications still appears significant.

There are two possible explanations. On the one hand the tighter economic climate associated with only small increases in student numbers could be reducing the capacity of the universities to respond favourably to pressures for new programmes. On the other hand, and perhaps more realistically, the upsurge of developments in the early 1970s could well have meant that much of the demand for new qualifications had already been met.

The report says that pressure from outside for new qualifications is exerted by state departments and professional organizations wishing to upgrade, or fill gaps in, present training programmes and, especially in the case of the professions, to enhance the standing of their members.

Massey University's latest proposed development for a four year degree of Bachelor of Regional Planning is a case in point.

News in brief

Homeland's campus 'must fill needs'

The council of a proposed University of Bophutatswana has been inaugurated at the capital, Mabopane, by the independent black homeland's president, Chief Lucas Mangope.

But he warned that the university—"born from the strong desire of the people it will serve"—should not become an expensive institution draining state funds and holding back land development to a standard.

"The council should attempt to find a university model relevant to the needs of Bophutatswana as it will remain part of South Africa", he said.

When the government's University Act was passed last year, the first students were expected in January, 1979. Chief Mangope said a more likely date was January 1980.

Energy institute plans new research

The Stockholm-based Beijer Institute (the international institute for energy and human ecology of the Royal Swedish Academy of Sciences), which has been in operation for just over a year, expects to initiate a number of full-scale research projects by next spring.

Institute director, Dr Gordon T Goodman, has outlined a series of "scoping studies", defined as "programme elements for further preliminary investigation prior to mounting full-scale research projects". The studies are: improved energy utilization in developing countries, impact assessment methodologies for energy options, feasibility studies for carrying out impact evaluation of European energy development, environmental standards, environmental safety, technical design criteria, and institutional aspects of new energy systems.

Trial of student editors postponed

The trial in Cape Town of three student editors for contravening the Publications Act by publishing a newspaper which was subsequently banned—a retroactive offence—has been remanded to January 11 to await the outcome of another [illegible] case.

Patrick Fitzgerald, a former media officer for the National Union of South African Students, Carl Senequeen, a former editor of Dome at the University of Natal and Avrom Goldberg, a former editor of the University of Cape Town *Varsity* are charged with publishing two copies of the NUSAS newspaper *National Student* which were later banned by the publications directorate.

Undergraduate numbers growing

If the present rate of growth of Mexican university campuses continues, by 1982 registration will reach a peak of 1,250,000 students according to Emiliano Hernandez Camargo, managing director of Regional Technological Institutes. Mr Camargo, speaking in Durango during the celebration of the [illegible] tieth anniversary of the creation of the first technological institute in Mexico, said that by the year 2000 there could be a student population of 17,600,000, of a total national population estimated at between 110 to 150 millions.

President opens seventh campus

The seventh campus of the University of Sri Lanka has been formally declared open in the southern city of Matara by the President of the Republic, Mr J. R. Jayewardene who is also Chancellor of the University.

The initial intake of the campus is 320 students in four faculties: arts, science, agriculture and medicine. When building is completed in five years, 2,500 students will be enrolled.

Don't knock the new sociology of rock

Peter David anticipates a mixed welcome for Simon Frith's latest study—the effects of popular music

It is notoriously difficult to keep up to date in sociology. Ever since Durkheim's sociology of suicide new sociologies have sprouted like weeds in the groves of academe. The latest example of this amoeba-like intellectual multiplication is the publication of a new book on the sociology of rock, by Warwick University's Simon Frith.

Harrassed academics who feel they can't keep up with all the new and often esoteric fields of sociological study tend to scoff defensively at developments of this kind. A sociology of rock? Absurd. We already have a sociology of mass media, of mass culture, of youth culture and of youth. And in any event, what *is* rock and does it have any special significance?

Alas, on reading Simon Frith's book it seems to. For one thing, rock is extraordinarily big business, involving so many people as consumers and producers that it immediately merits at the very least a place in occupational sociology.

In 1974, Frith says, well over $4 billion was spent on musical products, and in America music was the most popular form of entertainment, with the sale of records and tapes easily exceeding the returns from films or sport. In Britain alone more than 160 million records were made, pop records accounting for between 85-90 per cent of sales.

But apart from its size, the rock phenomenon is conceptually interesting for sociologists. Durkheim was interested in the study of suicide partly because of the challenge of explaining a highly individualistic action in terms of collective ideas and experiences. Playing records, too, is essentially an individual decision, yet the curious thing about rock music is that its consumers buy and listen to the same records at the same time, despite the huge number of new records from which they can choose.

Most people, Frith says, read Tuesday's *Daily Mirror* some time on Tuesday. "But there are no technological or topical reasons why record listening should be so time-bound. People can listen to their records when they choose and their value is not obviously limited to a particular date. On the other hand, there are good economic reasons why records should be dated. The record industry requires constant consumer turnover and exploits notions of fashion and obsolescence to keep them buying".

The majority of pop records have a short but glamorous life of between 60 and 180 days. During that period the record will be heard everywhere—in juke boxes, discotheques and on the radio. Relatively suddenly they vanish, sometimes to re-emerge as "oldies" several years later to cash in on the nostalgia market. Just how the elaborate system of hit parades, musical newspapers and radio selections orchestrates this simultaneous conformity of tastes is a sociological puzzle of the first order.

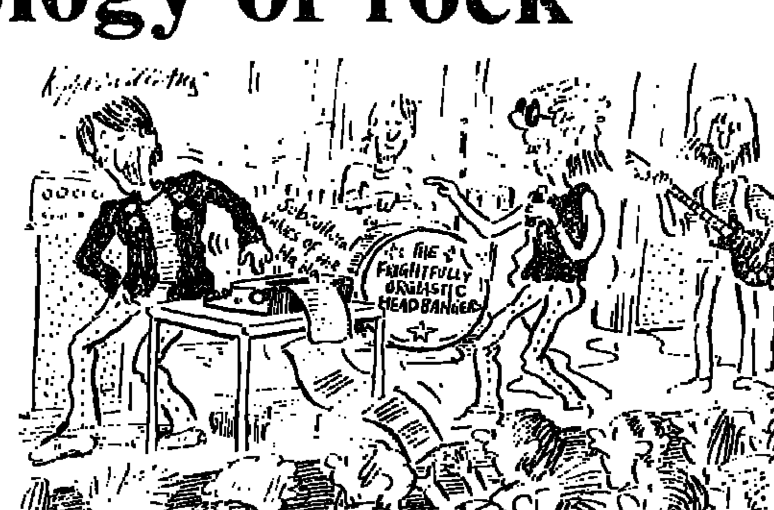
But even more important for sociologists is the meaning of rock. Popular music is at the heart of "youth culture", however that culture is construed. Over 80 per cent of record buyers are under 30, and more than 75 per cent of pop sales are to people between the age of 12 and 20. Pundits are quick to read meanings into the lyrics of pop songs, but there is also a serious sociological debate about the meaning of rock, which has implications for more general theories about mass culture and society.

Serious debate about the value of pop music oscillates between two poles, Frith argues. At one extreme there are the gloomy accounts of popular entertainment provided by Marxists and Leavisites. The latter would see pop music as lacking in authenticity because it is created simply for profit, even though it sometimes exploits or appeals to authentic feelings. Marxists similarly regard rock music as "a witches' sabbath of meaningless orgiastic utterance" deliberately manipulated by a power elite to control and unanesthetize popular expression.

At the other extreme are an array of sentimental theorists of rock who see it as the banner of a youth counter-culture, or as an authentic and newly democratic art form. In between the extremes are the new deviancy theorists who regard rock culture as a deliberate attempt by young people to find solutions to their cultural and social problems, and more traditional structural-functionalists who see rock culture as a mechanism for easing the passage from adolescence to adulthood.

According to Frith, what few of the theorists have troubled to do is look closely at the real patterns of production and consumption of rock music. A great many commentators, for example, tend to equate students' tastes and attitudes with "youth culture" at large. But although the student market is increasingly important for record sales, students have a unique attitude to work and leisure, and occupy a unique (and transient) economic position. If rock is aimed at the youth market, he says, that market contains different youth groups who use rock in different ways, depending on class, sex and occupational differences.

In a survey of his own of 14-18 year olds in a Yorkshire comprehensive school Frith found quite different patterns of rock listening. There was a distinctive sixth-form culture. Sixth formers bought albums rather than single records, had "progressive" rather than "commercial" tastes and preferred to go to performances and concerts than to dances or discos.



"... and let's hear it for Simon Frith on sociological analysis".

In sharp contrast was a lower-fifth group of less academic youngsters who bought singles, watched television shows like *Top of the Pops*, went to discos but rarely to concerts, and who emphasized beat and sound in their music rather than meaning.

But for both groups rock music, although important, was a background and not a focus of their lives. "In analysing its meanings as popular culture we must understand rock use as well as rock content, we must understand rock as leisure. What is involved here is not the autonomous expression of cultural or subcultural values, but the different patterns of freedom and constraint experienced by young people in different relations to production".

So the sociology of rock, unfortunately, looks like becoming an important part of the social sciences but not an easy one. It will not be enough to invest in a hi-fi system and a couple of Bob Dylan records to become an accredited rock sociologist. A lot of dreary questionnaires, class correlations and analyses of record sales will have to be devised and measured.

Nor will it be easy to become a theorist of rock, particularly when the empirically-minded sociologists get down to work. For according to Frith, the trouble with a lot of theories about the pop industry is that it just does not work in the way people think. Mass-cultural critics, for example, believe record companies control the market and the content of rock records. But a careful scrutiny of the industry shows that it is organized around the fear of over-production. The hit parade is a way of responding to consumer demands, increasing production of hits and discarding the thousands of records which fail to sell.

A mixed welcome is certain, therefore, for Simon Frith's book. If it is the announcement of a serious sociology of rock, that sociology is likely to be as ambiguous and perplexing as the rest of sociology, and as full of disturbing contradictions as rock music itself.

The Sociology of Rock. By Simon Frith. Constable Publishers. £7.50.

Exeter's new school faces future with confidence

Judith Judd finds a desire for integration after the merger with St Luke's

Exeter University's new school of education which opens its doors this week is the largest school in the country outside London. With between 850 and 900 students, 85 staff and four professors with the possibility of a fifth appointment next year, the school will mean a big change in the position of education in the university in relation to other subjects. The former school of education at Exeter had about 180 postgraduate certificate of education, a small number of higher degree students and some in-service training. There were about 30 staff.

The merger of St Luke's College, a voluntary Anglican college which specialized in secondary teaching and physical education with the Exeter school was first mooted in 1974 when the college governors approached the university. It was clear from the start that any increase in the university's student numbers as a result of the merger would have to form part of the total increase allowed by the University Grants Committee. In practice this has meant that the percentage of students doing education has risen from about 5 per cent to 18 per cent of the present total of 4,900.

There are naturally fears in some quarters that education may be getting too big a slice of the cake. Professor Ted Wragg, who is the newly appointed professor and director of the school, is confident about the future.

However, he says people will have to work for integration. "I hope the feeling of intrusion into the university disappears. With a merger like this you need to work for two or three years to achieve harmonious relationships. We shall have to explain to the university what we are doing and what we want."

In a newsletter published at the time the merger was proposed Dr Harry Kay, the vice-chancellor, said: "Any integration must aim in the long run to be complete and to be planned accordingly: staff, students and course would need to become integral parts of the institution concerned." Academically, the ground for the merger was already well-prepared in 1974. Around half of the 1,140 students were already leaving with a BEd degree validated by the university and the number continued to grow.



Sport and sports medicine have an important role

There was talk at one time of a merger between Rolle College in Exmouth and St Luke's. The two had always worked closely together and Rolle, with its emphasis on primary and nursery teaching provided a good counterpart to the secondary work of St Luke's. However, there were obvious geographical advantages in the linking of St Luke's with the university. Both are within the city of Exeter.

Much of the work for the merger went on under Professor Michael Brock, Professor Wragg's predecessor who has just gone to be warden of Nuffield College, Oxford.

Professor Brock, an Anglican, was anxious that the Christian nature of St Luke's should be preserved within the new set-up and believed that this could be done. The new school will keep the former St Luke's chapel and a chaplain, but it will not, of course, be a specifically Christian institution. The college buildings have been sold to the UGC and after some debts had been paid the remaining money was put in a trust to finance the chapel, the chaplain and some of the religious education projects which may be undertaken.

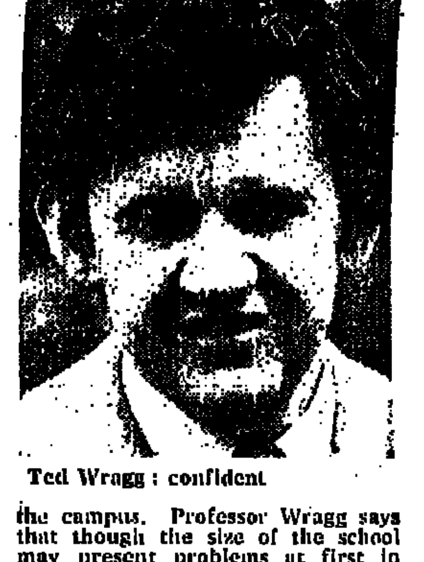
Of the 120 staff in the former college 55 have been offered jobs in the school. The rest have either found other jobs or taken redundancy payments. Mr John Dancy, the former principal of St Luke's, is the only one to become a professor. The other two, Dr R. A. Pring and Dr A. M. Wilkinson, were both in the university. One problem the school and the university will have to face is the ratio of senior to junior lecturers. All the St Luke's staff have had to come into the university on the lecturer grade so the difficulties over promotion and morale which applies in all universities is particularly acute. Only about seven or eight people in the department will be either professors or senior lecturers. At a time when there is a promotion blockage throughout higher education, lecturers in the university will be anxious that those coming in from St Luke's do not jump the promotion queue.

Professor Wragg says that, in any case, the criteria for promotion may need to be revised or expressed slightly differently. Most of his staff are used to going about demonstrating things rather than writing about them and in a university much emphasis is put on research in the promotion battle.

Professor Wragg points out that he expects the former college of education staff to do more writing and research as they become absorbed into the university. The adjustment they will need to make, however, should not be exaggerated, he says. "Most colleges have done a lot of face to face teaching and not a lot of research but there are a lot of university teachers who don't do a lot of research." He believes all the St Luke's staff in the new school are capable of research though it may take them some time to become accustomed to the criticism of their academic peers from which they were sheltered in the colleges.

There should be gains for both college and university. The university is acquiring the fine college buildings and the UGC has given a grant of £500,000 to bring them up to date. It will also have the playing fields and the expertise in sport of a college which was strong in sport. One fruit of this is the study of sports medicine. The school hopes to attract international athletes to Exeter. The joint library at the school has more than 100,000 books—rather more than the number in the whole of the unfortunate Teesside polytechnic. The two libraries complement each other well with plenty of books for use in schools from the college and education and research books from the university.

There are also a curriculum resources centre, a child development centre and a teachers centre on the campus. Professor Wragg says that though the size of the school may present problems at first in building up the sense of community which existed in St Luke's, it is an advantage and provides it with a huge range of subjects. "There is nothing in teacher education which we can't do here." Apart from sports medicine he expects that there will be particular interest in educational psychology, science and language development. The advantage of the new school, he says, is that everyone is gathered together in the same campus.



Ted Wragg: confident

From Nottingham where he was professor of education he brings a Department of Education and Science project on classroom skills needed by teachers. Part of the work for this will now go on in Exeter. He sums up the school's aim thus: "It will do fundamental research in teaching and learning working in close collaboration with people in schools." The place is already proving popular with students. It should have taken 110 people this autumn but standards are so high that it has taken 140. "People didn't drop out as we had expected because they didn't get good enough A level results." This means that the school expects to move towards a four-year honours degree for nearly everyone.

"If we can't build an institution here which is the envy of the world then we might as well all go home", says Professor Wragg.

The legal status of student unions

John O'Leary reports on one of the rare pieces of research into this confused area.

Student unions are constantly acting outside their constitutions and placing their officers in an invidious and potentially costly position, a new piece of research reveals. It is not a piece of right-wing propaganda purporting to unmask a conspiracy of payments to guerilla movements and a return to the revolutionary zeal of the late 1960s. Rather, it is an exposition, by a committed student activist, of the confused and sometimes non-existent state of the law surrounding student unions.

Research on this subject is rare despite the many controversies over allegedly illegal payments by student unions and the current debate on their public accountability. The fact that an undergraduate thesis is probably the most thorough examination of the whole area is an indication of just how little has been available to union officers up to now to reassure them that their actions have been within the law.

Many will find anything but reassurance in Mr Paul Nicholls' thesis, "Controls lost in a legal vacuum", for they will find they had been unwittingly breaking the law or at least leaving themselves liable for considerable personal expense.

Mr Nicholls is currently undertaking his second year as a sabbatical union officer at Brunel University, having been president in 1976. His previous period of office combined with his studies in law convinced him of the need for an examination of the students' union from a legal perspective. The result is some 120 pages long and likely to be published in an abbreviated form for circulation to other unions.

Surprisingly little case law exists concerning student unions directly, only two cases having been heard since 1971. Consequently, many of Mr Nicholls's conclusions are open to argument but the issues he raises are of fundamental importance. These are to establish what general category of institution the union falls into under law, to ascertain the level of independence a union actually has, to gauge the constraints inherent in their status, and to define the responsibilities and liabilities of officers.

Mr Nicholls also makes a case study of the Brunel union to illustrate the theory in practice and has a number of proposals for student unions to consider, particularly in the light of proposed changes in the system of finance.

The root of the confusion is the change of character which overtook unions, both local and national, during the 1960s. In the latter part of the decade a rapid politicisation took place, most evidently in the national union, which amended its constitution in 1968 to remove restrictions on what could be discussed. The essential character of many local unions changed from that of a social and recreational club to a campaigning force, but the legacy of virtually unchanged constitutions was inconsistent with their new aims.

A select committee on student relations, formed in 1968, noted the contradiction when examining Manchester University union: "It was said that the union had 'changed dramatically from a gentleman's club . . . to something like a trade union' but the rules had not been changed for 40 years."

The real nature of the students' union is a subject which has attracted much debate since, the only firm conclusion being that it is not a trade union. The official ruling to this effect came from the Registrar of Friendly Societies in 1967, who said that the relationship between a student and his college authorities did not constitute the master/servant relationship required in the Trades Union Act of 1913.

At the same time, a students' union plainly is not in the same position as a university or college department even if, in the case of a university union, it is mentioned in the charter of the institution. The relationship of the union to the academic institution is of vital importance not only from the point of view of students' desire for autonomy, but also in financial terms.

The question of charitable status, which provides considerable savings in tax and rates, may hinge on this relationship although, once again, the position is far from clear. A number of unions do enjoy charitable status even though their aims and objects would seem to make their qualification dubious. The requirement is for the organisation to have primarily educational aims whereas a close examination of unions might be more likely to conclude that they exist primarily for the benefit of the members.

It is impossible to generalise on the question of eligibility for charitable status or autonomy because of the great diversity among unions. There are a multitude of different types, ranging from those in small colleges with no facilities and little recognition to some in universities which employ numerous staff, run their own premises and engage in profitable trading activities. However, Mr Nicholls concludes that most university unions are in practice quite independent and fall into the legal category of unincorporated associations.

Herein lies the danger to union officers, who in legal terms are normally the members of the executive. Since such an association does not have limited liability, the officials could be held financially responsible if the union went bankrupt and would also be personally liable to repay donations considered ultra vires, or outside the constitution.

Additional constraints in this direction arise under charitable status, most of which are well-known to student politicians. Mr Nicholls adds to the financial dangers of officership the possibility of a charge of criminal conspiracy. Because student unions do not enjoy the legal protection afforded to trade unions, this could be a distinct possibility in some cases of direct action by students.

Mr Nicholls puts the role of student officers in perspective when he says: "In some actions they may render themselves liable to a variety of civil or criminal proceedings. Although in reality this is unlikely to happen the possibility of the occurrence should not be taken lightly. All these legal responsibilities are generally taken on in a complete ignorance of their existence, by individuals elected primarily to represent the union's membership on committees and the like".

It is over ultra vires payments that legal action is most commonly threatened and occasionally brought. And, while the incidence of wilful flouting of the law through payments to political causes may have dropped, Mr Nicholls contends that many unions still act unconstitutionally through ignorance. He cites Brunel as an example, where a large proportion of income is spent on welfare when this was not mentioned in the objects of the union. Often, he says, objects clauses are no longer suitable for the functions of a modern union and should be revised.

Indeed, unwitting abuses are apparently more of a problem than the political payments which normally cause concern. The simple expedient of forming a services company with a political fund disposable at the wishes of a students' union meeting is said to be sufficient to allow such payments with impunity. Since the money in question would come exclusively from trading operations and not from membership fees the problem of public accountability would not arise. Such companies are advisable in any case, Mr Nicholls says, where unions have large trading concerns, since they afford much-needed protection for the officers in case of financial disaster.

Mr Nicholls's recommendations inevitably apply only to a limited number of unions and, given the shortage of precedent and the propensity for verdicts to fly in the face of previous theory, it would be unwise to rely too heavily on his conclusions. However, the thesis is likely to become required reading for aspiring student politicians with any inclination towards self-preservation.



Unions changed from social clubs campaigning forces in 1960s.

Small crew trying to turn large vessel on to new course

Preventative medicine is making inroads into modern practice. Robin McKie visited a research unit in London.

Provention is better than cure, goes the saying. And as an adage, it may have credence although there has been little sign that it has influenced past medical research policy, which has always concentrated heavily on developing specific remedies for illnesses.

But there are signs of change—although Dr Thomas Meade, director of the epidemiology and medical care unit at Northwick Park Hospital, London, does not believe that it is nearly rapid enough.

"We are only very gradually coming round to appreciate the need for good preventative medicine. There is a lot of lip service about its value but not enough action. However, some change is being made, although it's a bit like trying to turn the Queen Elizabeth liner in mid-ocean."

His unit is a joint venture backed by the Medical Research Council and the Department of Health and Social Security and aims to tackle the widest possible range of problems associated with preventative medicine—from biomedical causation to health service application. This is reflected in the unit's varied programme of projects which range from research into the causes of bowel cancer to studies of the economic consequences of smoking.

Dual support has advantages for both sides, Dr Meade believes. "The DHSS gets direct access to our research which can be valuable for their particular problems and the MRC are able to view issues with a wide-angled lens ranging from causation to everyday health."

It was possible that a subject initially studied from the point of view of causation might later be studied in a health services context by the same team of investigators. But Dr Meade admitted there were tremendous problems associated with applying knowledge gleaned from preventative medicine studies. "Take smoking. Everybody knows it causes lung cancer but little is done to prevent it."



Researcher at Northwick Park Hospital tests for methane in the breath, a sign of bowel cancer.

In a bid to improve this particular problem, one researcher at the unit, Mrs Joy Townsend, has proposed an economic package which, if applied nationally, would result in a 40 per cent reduction in cigarette smoking. This could be achieved by raising cigarette prices by 56 per cent, banning all advertising and introducing a national anti-smoking advertising campaign.

The resulting drop in smoking would have significant financial benefits for the Government, she believed. "Some of the improvement would come from savings on the health services, although these would not be very significant by comparison with the much larger savings on sickness benefits, widows' pensions and the extra tax revenue."

Most smokers wanted to be forced to give up and she accused the Government of "pussyfooting" for not implementing strong anti-smoking measures for fear of unpopularity. "One opinion poll revealed that 60 per cent of smokers wanted to give up. There certainly is a strong desire among [illegible] to see [illegible] almost look forward to price rises at the Budget."

At present, only the upper socio-economic groups are giving up smoking in any appreciable numbers. The lower groups are showing no change and there is even a significant increase in the figures for women smokers.

But one surprising feature highlighted by Mrs Townsend's work is the small effect that smokers have on the National Health Service. Although a common argument for increased tobacco taxes has always been based on the supposed burden that smokers place on hospital bed space, Mrs Townsend found only about 0.5 per cent more smokers than non-smokers.

"Quite simply, most people who get lung cancer or other severe diseases related to smoking are dead within six months, and have little chance to be a burden on the health service", she added.

Instead, she believed the main incentive for the Government would be a £24m saving in sickness benefit payments in the first full year that her proposed economic package operated.

Despite common knowledge that smoking damages health and the clearly defined nature of Mrs Townsend's proposals, there is little evidence that the Government plans to take significant preventative action.

This supports Dr Meade's concern over the difficulties associated with applying knowledge gained from preventative medicine studies. Other research at the Northwick unit has shown that heart attacks brought on by blood clotting, all linked with obesity and cigarette smoking; and that cancer of the large bowel, one of the most frequently occurring malignant tumours, is connected with dietary influences, such as excess fat intake and insufficient fibre.

However, it is difficult to envisage just how these findings could be best put to use. "There is a great need for further research into actual application", Dr Meade said. "We need help from social logists to find the best methods of applying preventative medicine but they have been reluctant to take this up."

A total of 30 staff are employed at the unit, including several statisticians whose work involves analysing data of large samples of populations, including 7,500 people for the bowel cancer studies and 3,500 for heart attack research, and much of these calculations are carried out using the computer facilities of the medical research centre which is also attached to Northwick hospital.

The unit is part of the department of preventative medicine's psychiatry, Dr Meade believes. "Things are on the move", he added. "In five years' time the situation will be completely changed and research will be much nearer a satisfactory basis. But first, we have to get more information and then we will have to find out how to put it into effect."

Computer expresses thanks to Minister

Eight years of planning ended when Mr Oakes, Minister of State at the Department of Education, fed his name into Huddersfield Polytechnic's new £500,000-plus computer. Appropriately, it was the computer staff which thanked Mr Oakes for its own inauguration on behalf of the polytechnic.

The history of the attempt to get the highly sophisticated ICL 2960 Series computer installed has been far from smooth. It was apparent when the polytechnic opened its doors in 1970 that facilities were even then woefully inadequate. Interim arrangements were made but proved expensive. Negotiations for the new computer started in 1974, and hopes were high that by 1976 it would be ready for use. But the negotiations dragged on and were only finally resolved in 1976.

The stumbling block seems to have been a lack of conviction in Whitehall that the polytechnic needed a computer of the 2960's calibre. Intense pressure from Kirklees council and local MPs eventually paid off, and approval was given only last January.

During the delay, the case for more advanced equipment than the polytechnic had managed to build up became readily apparent. Student numbers rose from 1,000 full and part-time in 1970 to over 6,000. Staff freely admit that the growing inadequacy of the old equipment for the ever-widening demands being put on it meant an increasingly detrimental effect on academic standards.

They were greatly relieved when the final go-ahead was eventually given, and since then progress has been rapid. Contracts were signed in March, and the polytechnic accepted the system from ICL in May. The early hand-over meant that staff could use it for development services before the end of the last academic year. The speed of the operation was obviously of great help to the polytechnic in its preparations for the new term, which began last week.

A feature is a network of terminals throughout the polytechnic to enable the computer's 3,000 potential users to have ready access; 24 are now running and progress is being made towards 30 with an eventual target of about 60. Huddersfield intends to use the computer and terminal network to support and enhance most of its teaching.

"All our students, irrespective of their discipline, will have an opportunity to gain an appreciation of computers and computing techniques", Mr Arthur Nightingale, head of computing at the polytechnic, said.

The system is so versatile that it can be used to simulate a nuclear reactor, giving all the facilities for teaching without the enormous cost or safety risk of the real thing. The equipment is also indispensable for students on the computing business degree course.

Mr Nightingale says the polytechnic now has the resources to give the right level of computer support both for Huddersfield's own research and for collaborative projects with industry. There are also plans for the service to be made available to the two local technical colleges and local schools. Until now, the polytechnic has run a punch-data processing service for more than 40 schools. The aim is to link them directly to the computer through the terminal network and the telephone system.

Mr Kenneth Durrands, Huddersfield's Rector, is a firm believer in meeting the computer challenge. "It is well known that without an excellent library, an institution of higher education can never be in the first division. Today, however, it is necessary not only to have an excellent library, but also an excellent computer centre."

Mr Oakes said at the inauguration there was a need for the education service to inform itself, and to play a full part in the wider social implications of new semiconductor technologies.

We were about to enter a new age of highly sophisticated computers and abounding semiconductor technologies and their applications. The education system would be an unfortunate culture-shock unless the whole community was prepared to come to early terms with its promises and challenges.

"Even the near future could see changes in the pattern, nature and purpose of employment and the full filled use of leisure time. Together with others, it will be for the education service as a whole to look at urgent ways and means of shaping the microelectronic revolution to the best advantage of us all.

"It is now clear that the semiconductor technology developments will make it possible, in a few years time, to apply microelectronics to a great many operations in industry and commerce, and in offices and nurseries. We must ensure that our industrial competitors abroad will encourage this application in their industries and services but I am confident British industry will meet that challenge.

"The government has accepted that much needs to be done immediately to deal with the urgent problems that are now actually upon us. There is a consensus that the greatest constraint to the spread of the new technology is a shortage of skilled people. This calls for a greatly expanded programme of training and re-training.

"The first essential is to make managers aware of the potential of microelectronics technology. Figures are hard to come by, but one estimate is that 50,000 managers across industry need to be made aware in this way in the next three years. Courses of from one to three days should provide a starting point for a programme of awareness.

"At a more specialized level, design engineers, production engineers, draughtsmen, programmers and systems analysts will need retraining to equip them with the specialist knowledge to make good use of microelectronic technology."

The minister said the education system will be probably the major provider of courses to meet this need. "Many universities and polytechnics—and Huddersfield Polytechnic is well in the forefront—have done much along these lines already. But, in the main, only the electronics firms have so far been sending students on this type of short course. Once industry as a whole is more aware of the need and the potential, I have little doubt that there will be a greatly increased demand.

"But, if you will accept my assurance that the Government is doing all it can for its part, I would urge that the education system strains every sinew to increase provision to meet the urgent national need for training. Flexibility should be the watchword, with as much cooperation and interchange as possible between the education service and firms and others who provide training. It is a question, for the next few years at least, of all hands on deck.

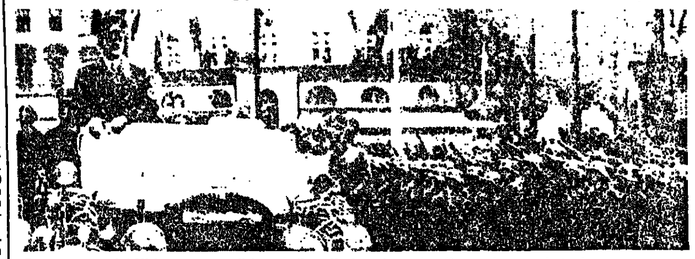
"In the age of microelectronics, people will need to be fully literate and fully numerate if they are to cope. Versatility and adaptability will be at a premium. So the quality of our education and its standards will be more crucial than ever."

David Jobbins



Mr Oakes—need to inform ourselves about semiconductor technology.

Educational technology



Commentary of "Hitler—a career" is as influtedly heroic as the dictator's own rhetoric.

Where film of the book fails

There is no very satisfactory way of using film as a medium for historiography. What of the past has survived on film can be of enormous importance to the social historian or to the historian of technology. But the political historian or the biographer is inevitably restricted in his use of film by the very public nature of his material.

Filmed records of conferences tend to be restricted to ceremonial arrivals and departures, and brief footage of the signing ceremony itself rendered devoid of any historical value by men's knowledge that the footage which has survived is most probably of the twenty-second re-take.

Even then, at first sight, historic filming, like that of Hitler dancing his obscene little jig outside the railway carriage at Compiègne, in which the Armistice of November 1918 was signed and in which he had just forced General Huntziger and his French colleagues to sign a new Armistice in June, 1940, turns out on inquiry to have been as rehearsed as Olivier's *Hamlet*.

There are, nevertheless, good and bad ways of making historical films. And there are ways in which films can be used to make statements about history for which written history is no substitute. It is therefore surprising to find how very badly professional film makers, especially when allied to professional historians, can do the job. Those thoughts are prompted by the new Interact production *Hitler, a Career*, a film of 155 minutes based on the best-selling biography by Joachim C. Fest, who also wrote the commentary, now released for distribution in the United Kingdom by GTO Films.

This compilation film has in its favour some striking footage of that pre-1914 Vienna (preserved by Cinémathèque Gaumont, Paris) in which Hitler spent his formative years, including scenes of Austrian Socialist demonstrations, and some equally striking film of Munich in the revolutionary years 1919-23, of German provenance. Its most novel footage is probably of conferences of Hitler and his entourage visiting the opening of the House of German Art in Munich in 1938. And there is much else of great visual impact, often too much, it must be said, particularly of the footage of some of the great Nazi rallies, with which this film is padded out to its near *Gone-with-the-Wind* dimensions.

Beyond these deserved compliments, however, historiographical charity will not stretch. The producer responsible for these visual images has also been seduced by the scriptwriter's obsession with the allegedly erotic relationship between Hitler and the mass of German womankind weeping and swooning. Beetle-fan-like, at his public appearances into some unforgivable crude and risible cuts backed-forth to the penile shape of the airship Graf Zeppelin, which almost destroy any claims he may have on our serious attention.

The commentary, meantime, in its effort to raise banal, presumably to the German audiences for which it was originally made, the collective responsibility of the German people (whose mass support he enjoyed for so long and the terrifying price they paid in the end for their folly, practises a degree of oversimplification in places so great as to amount to falsification. This is most noticeable in the failure to mention in any way Hitler's early relations with the German army which, having "liberated" Munich in 1919, trained him and employed him as a professional agitator, sent him to join the embryo Nazi party and funded his purchase of the *Völkische Beobachter* for the party in 1920. Nothing, too, is said of the Army's role in refusing to suppress Nazism in 1932, in the intrigues which brought Hitler to power in 1933 or in the suppression of the SA in 1934.

The desperate oversimplification must be contrasted with the profound introduction, without any explanation, of highly complex issues like the return of the Saar, the remilitarization of the Rhineland, the *Anschluss* of Austria, Munich, the Polish details of 1939 and the Nazi-Soviet pact. The whole Russian issue, including the major Soviet role in the military defeat of Hitler, is accorded minimal treatment. The tone of the commentary is inflatedly heroic, as empty as Hitler's own lavishly subtitled rhetoric that fills so much of the time. The only respite comes with the occasional howler as when Chamberlain is described as Britain's head of state or Hitler described as the White Knight in wholly unintentional reminiscence of Lewis Carroll.

Hitler, A Career, alas, does not advance the cause of film as historiography.

D. C. Watt

The author is professor of international History at the London School of Economics.

Progress report: Swedish broadcasting

Educational broadcasting in Sweden is just beginning to emerge from the upheaval occasioned by the Government-imposed reorganization of the whole structure of broadcasting, including the educational sector. Under the scheme approved by the Swedish Riksdag in 1976, Sveriges Radio was divided into four virtually autonomous daughter companies—one responsible for the two television channels, one for the three national radio channels, one for local radio, and one for educational broadcasting (both television and radio).

One of the problems inherent in this kind of splitting-up is the control of different resources. For example, the film library will be in the hands of the new television company, and the gramophone library in those of the national radio company, though naturally all the four new companies will need access to the music, speech and effects discs, and in any conflict of need who will have priority?

While all these day-to-day operational problems are being thrashed out, the new educational company—Utbildningsradion (UR)—has had to face not just the consequences of an imposed divorce from its former broadcasting partner but also those of adjusting to its shotgun marriage with its new educational spouse, TRU. This is the Commission for Radio and Television in Education set up in 1967.

The first TRU committee proposed in May, 1971, a merger between TRU and the educational department of Sveriges Radio, the new organization to be directly subordinate to the Ministry of Education. The controversy this aroused led to the setting up in December, 1971, of a new commission, TRU II. Now the merger of TRU with the former Swedish Television and Radio Educational Department has taken place, and outside observers are wondering what effect this will have on the two partners and their joint output.

One of TRU II briefs was to examine whether Sweden could apply a system of education patterned on the British Open University. At the university level TRU had one very unhappy experience. The new University of Linköping was designed to cost less than a conventional university, at the Government's insistence, by having fewer lecturers and using instead television programmes produced by TRU. The first programmes had to be produced before many of the new academic staff were appointed, and when the latter did arrive they complained that the programmes were not what they wanted. The two sides never managed to achieve the level of cooperation that produces the Open University programmes in Britain, and the experiment is now considered a failure.

The new Utbildningsradion is clearly going to concentrate its energies on three sectors—preschool, school, and adult education. In this latter field they have a special brief to provide for the needs of the disadvantaged, particularly the mentally and physically handicapped, and the immigrant communities. Language broadcasts have always been one of the strengths of Sveriges Radio, particularly for learning English, and more recently for teaching Swedish to immigrants. It is perhaps significant that Rolf Lundgren, the former long-time Head of Educational Broadcasting, has stepped down from that post to return to producing language programmes.

The new managing director of UR has been brought in from outside. Birje Dahlqvist was formerly editor of one of Sweden's daily newspapers, and when I asked him if the programmes from the new organization would look noticeably different from the old, his journalist's training produced a very non-committal response.

Since the reorganization only took effect at the beginning of 1978 the impact will not be seen on the screen until next year's programmes, and it was clear from my conversations with a number of UR staff that they are having lively discussions about new departures in programme-making. Should an educational programme be instantly recognisable as such? How different should it be from a general-service programme? Most importantly, how should it be used? The Swedish answer to this last question made a great impression on me.

They have built up a network of about 80 audio-visual centres around the country, whose main raison-d'être is to record programmes off-air and make replay available for study purposes on request. In addition to these centres, there are 6,000 study circles run by 10 approved adult education associations related to the so-called "popular" movements, such as the trade unions, the temperance movement, or the free churches. The biggest of these is the ABF, roughly equivalent to our WEA.

John Miller

The author is senior BBC producer in the faculty of educational studies in the Open University.

Guy Neave and Isabelle Musnik look at shifts in the relationship in France between government and region

More control for the regions: Testing the wind of change

The French general election last March was a truly remarkable affair, not because it proved wrong all forecasts made over the previous six months, nor even because of the neck-and-neck race between government coalition and the opposition during the first round. It was remarkable for the quasi-unanimity with which parties called for devolution in the administrative responsibility for higher education. Hardly any party worth its salt failed to include some suggestion for increased decentralization.

There were, naturally, misgivings in certain quarters. Strongest reservations came from teachers' unions on the left, suspicious of a concealed attempt to undermine national standards of equal education. Even so, right and left joined in the chorus for reducing the powers of central government and for increasing the initiative and responsibility of regional authorities.

Of course, for the average Frenchman nourished on revolutionary centralism since 1792, it was a strange development. Seen from a wider European perspective, it is less so. Over the past 10 years or so, changes in educational planning by radical governments designed to reinforce the "regional dimension" are not as unusual as all that.

In 1974, Norway set up a network of district colleges developed specifically to respond to regional "needs" and under control of regional authorities. Fourteen years before the Yugoslav government took a similar decision, following the promulgation of the resolution on technical education and training, its *Vise Skole*, a two-year post-secondary institute, was placed under the control of the local communes.

More recently, in Spain, there is every likelihood that the new constitution will confer upon the *Generalidad* of Catalonia responsibility for higher education in its area.

In Scotland the question of whether a future Assembly should have powers over the Scottish universities has spilt more blood and ruined more ancient friendships than the secession of the dissident "Wee Frees" from the Presbyterian Church in the last century. The cup o'kindness' sake, never noticeable in senior common rooms at the best of times, curdled into a stream of bitter acrimony.

Even in England regular utterances are made from some polytechnics in favour of a greater regional say in the running of the public sectors of higher education. In Sweden, there are similar trends in administrative decision-making. Powers hitherto invested in central government are hived off either to the individual university or to the province.

As a European phenomenon, the call to revise the time-honoured relationship between central administration, the regions and higher education is no longer a still, small voice crying in the wilderness. On the contrary, it is one of the winds of change.

Over the past 10 to 12 years, successive French governments have devoted considerable effort to making the educational system more responsive to "regional needs". With hindsight, we can see three trends. The first, going back to 1966, involved the setting up of the two-year university institutes of technology. These had a two-fold responsibility: to iron out some of the disparities in access to higher education between the regions and provide a more practical and applied bias to higher education—that is, the better to develop an educational infrastructure in keeping with the commercial, industrial and economic needs of local enterprise.

There are some 54 such institutes throughout the country, though their location, if scandalmongers are to be believed, owes less to economic than to electoral considerations. To instal an IUT in one's constituency was concrete evidence—literally—of a deputy's ability to supply manna and quails to his starving and favour-hungry clientele.

The second trend in the decentralization of decision-making came as one of the results of the May, 1968, uprising. Under the terms of the Enabling Act (*loi d'orientation*) of 1968, better known as the Edgar Faure law after the man responsible for placing it on the statute book, universities were guaranteed autonomy in teaching and the financial and administrative aspects of their day-to-day running. Recent developments, due to the economic crisis, and the determination of the Ministry of Higher Education to keep a closer watch on the university sector appear to be reversing this development.

A third trend has been the creation of new universities—Nice, Tours, Compiègne, Orleans, Mulhouse and Corte (Corsica). The foundation of these new institutes, part of the policy of dispersal to prevent over-concentration in certain metropolitan centres, began before May, 1968, and, if anything, was accelerated by them. *De facto*, it provided a unique opportunity for local initiative, especially during the five years from 1968 to 1973 when a policy of relative decentralization was the order of the day.

As a European phenomenon, the call to revise the time-honoured relationship between central administrations the regions and higher education is no longer a still, small voice crying in the wilderness.

Local investment in the new universities—many of which were based on the campus model—often with hideous results both architecturally and socially—was considerable. And certain municipalities and regional authorities continue to provide subsidies to their local university. In the case of the University of Orleans, whose home town lies perched on the eastern edge of the *Massif Central*, more money comes from local sources—from the *Conseil Municipal* and the *Conseil General*—roughly equivalents to the old city and county councils in England—than from the Ministry of Higher Education.

Promising though these developments have seemed to the adepts of decentralization, little account seems to have been taken of links between higher education and the regions by those agencies concerned with overall planning. Of these, the two most important are the General Planning Commission (*Commissariat General au Plan*) and the Delegacy for Regional Resource Planning (DATAR, *Délégation à l'aménagement du territoire et à l'action régionale*).

The commission, consisting of some hundred personnel seconded from other ministries, acts as the central planning agency and draws up the broad outlines of the French Four-Year Plan. The commission is divided into seven major areas: economic planning, finance, social affairs, industry, agriculture, planning for the services sector and regional and urban planning.

DATAR is answerable directly to the Prime Minister's office. Despite its considerable powers, it has been deprived of any decision-making powers, it can intervene in regional planning at the financial level via the locational planning intervention funds (*fonds d'intervention pour l'aménagement du territoire*). This serves as an instrument for "topping up" investment programmes carried out by other ministries within the overall programme of regional development.

Education, in the French administrative mind, is important not for its own sake but to the extent that it affects these activities. There is, therefore, a fundamental contradiction between the political proposals for decentralizing higher education, hawked about during the March elections, and the country's much-admired central planning mechanism.

France is currently into the seventh Four-Year Plan, consisting of 25 general priority action programmes and 70 priority action programmes for regional development (*PAPIR, programmes d'action prioritaires d'initiative régionale*). Yet, despite the importance of regional development, no mention is made of higher education's role. And, conversely, in the planning of higher education no official weight is placed upon the regional dimension. This is due, partly, to the administrative and constitutional relationship between central government and the regions.

The region is subordinated to the state, even though, in certain instances, mainly pertaining to regional investment and financing, the region may enjoy an exceptional status (*privilege*). Furthermore, though ministers may delegate certain powers to the regional prefect, the major representative of central administration, according to the law of July 5, 1972, residual power still remains with central government. There can be no transfer of power from the state to the region.

Against such a background, the clamour that rose during the elections for more regional initiative appears hollow indeed. Indeed, the noise of claim and counter-claim hid a fundamental dilemma. Should regional initiative be construed as acting at regional level and directly upon institutes of higher education in the region? Or should it be seen merely as acting indirectly through the Ministry of Higher Education and, from there, by chain of command back down into the region? It was an important question and, because important, no reply was forthcoming.

Despite both historical and legal obstacles, the tide of decentralization is still running strongly, bolstered by the various movements for cultural autonomy in Brittany, Occitania, Alsace and Corsica. Significantly, these movements, particularly strong among the young and especially the student movement, still remain marginal to the major political parties. And it is unlikely they are going to be satisfied with promises which, made in the best of complaining, suffer subsequently the fate of the sun who met the Bonjum and softly and silently vanished away.

A few government initiatives seem to be working in favour of more local links between higher education and the community—for example, the decision to decentralize research which, in France, has had a tendency to congregate in specific institutes, mainly in the metropolitan areas of Paris, Lyons and Lille. At the new technological university of Compiègne, the first of its kind in France, teaching research workers have permanent contracts with local industry.

While other universities such as Lille, Montpelier have developed training programmes in conjunction with local employers, particularly in the engineering field. At Toulouse and Metz, some of the students on "sandwich" courses are now expected to work in local firms and industries rather than seeking placements elsewhere in the country's main industrial centres.

Such initiatives, however, underline the importance of the potential of higher education for regional and local development. The question still remains, however, how long formal planning procedures can continue to resist the pressures from above and from below from the parties and from the regions themselves. Like many other "causes", decentralization in France suffers from the strange behaviour of some of its most ardent supporters. The fact that the Corsican autonomists spend more time advancing their claims with explosives in bakers' shops rather than persuasive arguments in the public place is the least attractive side of this otherwise interesting development.

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Stratford: Love's Labour's Lost

A great Love for comedy

Love's Labour's Lost is that unsatisfactory early comedy in which there is a great deal of witty exchange accompanied by no corresponding amount of narrative progress, in which a high proportion of the male characters make themselves look ridiculous, either through language or love, and in which the comedy of the final act is broken by the arrival of a messenger bringing news of death, causing the separation of the lovers, preventing a happy ending, and sending the audience away feeling disappointed or even cheated.

A production which ignores the problem of the ending is a short-sighted one. John Barton's new Royal Shakespeare Company production at Stratford is an intelligent attempt to make sense of the play as a whole, in order to make the ending seem essential, even inevitable, in terms of the play's real concerns.

The key to the tone of this production is the set, designed by Ralph Koltai. The stage is hung with rich autumnal foliage and gives a sense of splendid mellowness, holding within itself the promise of its own end. Just as the leaves are making a splendid show before they die—or even in the very act of dying—so, in this production, the extravagant displays of wit, hyperbole and pedantic knowledge are seen as an act of defiance in the face of the inevitable. The entertainments are mere vanity, pathetic denials of reality.

In choosing to emphasize the ultimate emptiness and inconsequentiality of the verbal games, Mr Barton is not obliged as other productions are to labour them in order to make them more accessible to us. The characters do not delight in their own abilities and are rather weary of them; instead of communicating with each other they can only indulge in esoteric games and the obscurity of the wit, usually a stumbling block in productions of the play, rather aids this interpretation. It is all rather a waste of time—and it cannot go on for ever.

There are a lot of people who make themselves look ridiculous in *Love's Labour's Lost*, and the source of much of the comedy is the potential for ridicule of those who protest too much. Artificiality and hypocrisy are the vices at the centre of the play, and the exposure of them through ridicule its concern. The men must be educated out of their irresponsibility and must endure humiliation and trial. And this, incidentally, is very funny for us.

Three comic scenes work particularly well: the scene in which the four lovers in turn overhear each other surrender to love, their sworn enemy, and in turn confront and expose each other, only in turn to be confronted and exposed themselves; the episode in which the men disguise themselves as Muscovites; and the pageant of the nine Worthies. In all three cases those at the comic ... knowingly demean themselves ... are laughed at, but the differ... between the first two and the ... is quite fundamental, and Mr Bar... brings this out to good effect.

The humour in the first two these scenes is derived from ... audience's knowledge that the ... acters are making fools of the... selves in front of those they be... they are deceiving. We can ... at them because it is a suitable ... action to their absurdity, and ... can also laugh at them in the ... comfort of their inevitable exp... In the final scene, however, the ... thies, in their lonest attempt ... entertain, are not valid targets ... the heckling and mocking they ... ceive from the audience on ... nd the scene, although absurd, ... very serious.

Our sympathy for the Worthies and antagonism towards the lovers means that it is the watchers and not the watched who are exposed by their behaviour, revealed for what they are. The honest meaning of the Worthies is often lost in the pretentiousness of the lovers. This scene is beautifully managed, and the lovers' infantile face of grace and unthinking cruelty is brilliantly realized dramatically when, after the "dishclout" Armado tosses next to his heart, they throw it on to another over his head and out of his reach, until their game is physically interrupted by the messenger who brings news of death.

A lot has been sacrificed in support of a potentially bleak interpretation of the play, but a lot has been gained by it. The greatest loss is Berowne, played here by Michael Pennington. He has become so detached from his friends, despite of his wit which is his usual signal to the audience, he is no longer the star of their show, rather the first player, and he shares a lack of mutual reliance. Indeed, one of the achievements of the production is to emphasize the insecurities of the men and the comfort to derive from their companionship. They huddle together in conference when their schemes are outlawed, and each displays great relief when he discovers he is not alone in the predicament of love.

Don Armado as played by Michael Hordern loses his fantastical, bizarre foreignness but gains an eccentric and hopeless dignity, an awareness of his own ridiculousness. It is a moment of genius when he not only proclaims that he kisses the floor Jacquenetta walks on, but actually kneels down and does it.

Jack hath not Jill. The play ends with the echoing of the owl's cry and the cuckoo's reminder of the vanity of human protestations, the dishonour of the cuckold. The owl represents the reality which is associated with the harshness of winter. The cuckoo, of "reality" elements in the play, the women, the owl, the winter, all the acknowledgement of mortality is opposed to the superficial mastery of the men, the cuckoo, the summer and the denial of mortality implicit in the extravagant shows.

In the end, the reality in all its aspects prevails. Berowne can complains, "these ladies' courtesy Might well have made our sport a comedy", but it would have been a comedy at the expense of its own moral centre.

Lynne Truss

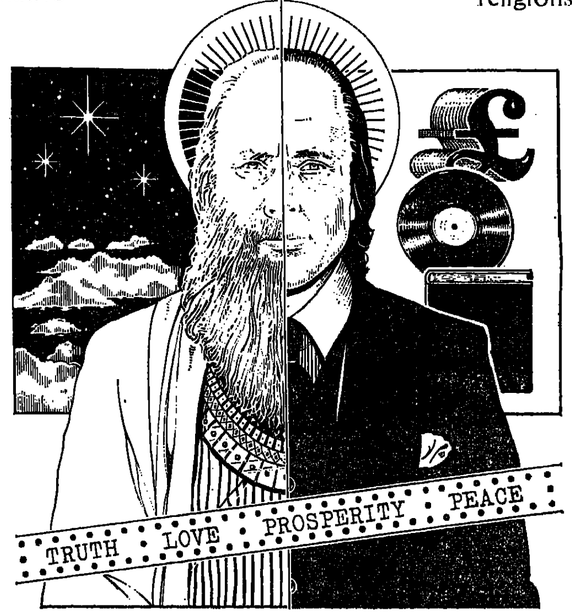


A scene from Love's Labour's Lost

World rejecting or world affirming behind the alternative

Roy Wallis traces the rationalization religions of the last decade

The high that shouldn't let you down



Ron Hubbard's Church of Scientology, the Divine Light Mission of the boy Guru Maharaji, Moses David's Children of God, the Maharishi Mahesh Yogi's instant route to bliss through Transcendental Meditation, and the curious politically tinged messianism of the Reverend Sun Myung Moon in his Unification Church, these movements of modern mystery and salvation became the common fare of Sunday Supplement and popular magazine in the late 1960s and early 1970s. Their diversity in beliefs, practices, recruitment styles and aims seem to defy ready generalization. Yet considerable analytical purchase can be gained on the phenomena by viewing these movements as ranged along a continuum marked at one end by the world-rejecting, and at the other by the world-affirming type.

The world-rejecting movement, no matter what religious tradition it draws upon, is much more recognizably religious than its contrast case. It possesses a clear conception of God as an entity, radically distinct from mankind, but prescribing a clear and uncompromising set of moral demands upon him. In a materialistic world, however, man has lost touch with God and society and, as a result, has become riven by greed, insincerity and despair.

The world-rejecting movement condemns urban industrial society and its values, particularly its individualism, its preoccupation with consumption, and its treatment of persons as means rather than ends. It calls for a return to a more rural way of life, to a life based on service rather than self-interest. Through long hours of proselytizing on the street or distributing the movement's literature, through an arduous round of devotional ritual before the deities or unpaid domestic duties for leaders or other members, the devotee will suppress his own desires and goals in expression of his commitment to the greater good of the movement, or love of God and His agency.

Such a movement expects an imminent transformation of the world and the onset of a millennium in which a new order will begin, a simpler, more loving, more humane, and more spiritual order. Until that time, the *faithful must* separate themselves from the world, anticipating Utopia in the communal life wherein they may remain uncontaminated. This separation may include breaking with family and former friends, conventional education or career. Contact with outsiders may become routinized and ritualized, often only occurring in transient proselytizing or fund-raising interactions on the city streets.

The communal life-style of the world-rejecting movement exhibits a high level of affect effectivity. Members kiss each other and hug in greeting, call endearments and offer constant encouragement. Typically, this highly visible affectivity is coupled with a strongly puritan moral code which permits it to go no further than public display. But even when, as in the Children of God, the movement has become sexually antinomian, such apparent indulgence may in fact itself be a matter of service. The liberal sexuality of the Children of God is employed to win converts and to increase the solidarity and commitment of members, and personal pleasure therefore remains a secondary consideration to helping others and serving God.

Movements such as these, mandated by God through the medium of a messiah, prophet or guru to fulfil his ethical demands, tend to be highly authoritarian. The resulting constraints of the communal life and an authoritarian leadership provide a basis for the claim by hostile outsiders that the youthful members have lost their identity, personality, and even their "free will" in joining.

The other end of the continuum presents a sharp contrast. The style of the world-affirming movement lacks most of the characteristics traditionally associated with sects. This is most evident in its notion of God or the spiritual realm. If God is conceived of, it is not as a personal deity addressing his will upon man and history, but as a diffuse, amorphous and immanent force in the universe, present most particularly within oneself. For many groups at this end of the continuum, the self is the only God there is, or at least the only one that matters. Even the world-affirming new religion has become overtly religious in the early 1960s and subsequently, the religious rhetoric is being dropped largely on marketing grounds. Scientology became more explicitly religious when this appeared a useful public-relations device in the face of government hostility, and intervention.

Far from rejecting modern industrial society, the world-affirming movement views it as possessing many desirable features, including, too, is not so much reprobate as needlessly restricted, containing within itself enormous potential power, hitherto available only an elite of ascetic virtuosi. Now, through the revelation of avatar and guru, the means have been provided, without withdrawal from the world or arduous preparation, to enable all to unlock their physical, mental and spiritual potential. There may not even be any initial insistence on commitment to the movement's beliefs. Buy and try. Sample the techniques to see if they work. The results will astound you.

Far from rejecting the world and its values, the movement offers the means to achieve the world's benefits more easily. The source of suffering, of disability, of unhappiness, lies within oneself rather than in the social order. The world provides models for organizational structure and method. The salvational commodity can be packaged and marketed like any other commodity, and the logic of the market leads to the tailoring of the product for mass-production, standardizing content, instructional method and price, distributing it through a bureaucratic apparatus whilst establishing processes akin to Ford's motor cars and Kentucky fried chicken. The movement centres where the market lies and is thus essentially urban rather reflecting any aspiration for a return to the rural idyll.

The normal round of the customer's life is interfered with as little as possible, courses of instruction being provided at weekends, in the evenings, or during holiday periods. No dramatic break with the surrounding world, with family and friends, will be demanded (unless they prove exceptionally critical or hostile). Membership is a leisure activity, one of the multiple, role-differentiated pursuits of the urban dweller.

Can we now identify any social factors which have been conducive to the emergence of those new religious movements, and any which might account for the differences between them?

Max Weber has shown the extent to which rationalization has been a central factor in the shaping of the modern industrial world. Rationalization is the process whereby life has increasingly become organized in terms of instrumental and causal considerations, a concern with technical efficiency, and the maximizing of calculability and predictability, and the subordination of nature to human purposes.

Rationalization leads to changes in the relationships of individuals to each other and to social institutions. The social world becomes ever less of an integrated whole for each person, and more a series of discrete domains in which work is separated from family life, which is separated from the leisure pursuits, and the worlds of the children are separated from those of their parents. Men and women lead more fragmented lives. Thus, they can identify less readily with their public institutional roles, none of which quite captures or embodies the person as a whole.

Work was once a major focus of identification but, as rationalization has routinized and mechanized ever greater areas of work, so the occupational role has become less attractive for all but a privileged few in prestige or intrinsically satisfying occupations. Identity for most people has become focused on the private self and the private aspects of life. Public institutions have in turn, therefore, become increasingly threatening as the realization of the "authentic self" and the "good society".

Rationalization also entails that what one becomes in life is governed to a greater extent by what one can do (especially in the form of what qualifications one can exhibit) rather than who one is. Achievement rather than ascription forms the basis for allocation to adult roles. Not only one's status but also one's sense of worth thus rests on achievement. But such a foundation is inevitably precarious. How can one know when enough has been achieved and the chances are strong that comparison with others will always lead one to feel a relative failure.

Rationalization and industrialization also destroy traditional forms of community and inhibit the creation of new means. Increased division of labour and divergence of life-styles eliminates the basis for community in common life interests and life experience. Individuals become isolated, unable to locate, outside the family, a group of persons with whom they may interact in more than a role-oriented fashion, or by whom they may be accepted for what they are rather than as the producers of a particular performance.

The new religious movements have developed in response to, and as attempts to grapple with, the consequences of rationalization. It remains to explain why they have taken such distinctive forms.

In the past, world-rejecting new religions have usually been composed of the poor and the oppressed. This is far from being the case with such movements as the Unification Church, the more radical sections of the Jesus People, the Krishna Consciousness Movement. Even when they were founded earlier, these movements did not spread appreciably until into the second half of the 1960s and, more especially, at the end of that decade. Their principal early following was drawn from the remnants of the youth counter-culture: hippies, drop-outs, surfers, and kids on the road, often the offspring of a comfortable middle class.

Many were converted so dramatically that parents and friends often argued that only brainwashing or hypnosis could account for it. This made sense if what was at issue was the level of commitment expressed to the movement's beliefs, since converts had rarely had time prior to joining to acquire any extensive comprehension of the doctrine. But, although they might "parrot" statements of belief in a mechanical way, this was less a result of brainwashing than of the fact that commitment to these ideas in the early stages was largely a matter of commitment to memory.

The conversion was typically not to a body of doctrine, but to a way of life. They might offer a memorized statement of belief to uncomprehending parents, but that was not why they had joined. What attracted them to the movement characteristically was the warmth and affection with which they were treated, the sense of purpose and meaningfulness exhibited by the adherents, their openness and apparent sincerity, their joy and serenity. Salvation for the convert to the world-rejecting religions was principally salvation from the loneliness and impersonality of the world. Salvation lay primarily in community, in the existence of a group which would provide a warm, supportive environment in which the individual would be treated as a person rather than a role-player, and in which his or her idealism would be mobilized and given concrete meaning in terms of spreading the salvational message to the world.

The almost exclusive appeal such movements had to youth is readily understandable. The emergence of a youth culture in the late 1950s and 1960s was a consequence of affluence resulting from industrial technology which freed ever more of the young from work and provided economic resources for the development of a distinct age-consciousness through industries directed at the construction and marketing of symbols of youth such as the mass entertainment and recording industries. Affluence and technological advance created a sense of massive progress. Everything was possible, every problem resolvable where there was the will to do it.

Affluence encouraged idealism. Confronted with social and political reality, youthful idealism shortly became youthful alienation. The impersonality, the bureaucratization and the dehumanizing division of labour of the adult world were rejected in preference to life warmth, intimacy and integration of childhood. This rejection was celebrated in the hedonism, spontaneity, ego-expressivity, and disdain for work of the *hippie life-style*. The young "dropped-out" of the adult world in droves, seeking to found a better way of life in its interstices or on its margins, in Haight-Ashbury or the rural commune. Others sought to transform the adult world through student protest and the anti-war and anti-draft campaigns. But both attempts to recreate the world by secular means largely foundered. The commune and the Haight's sense of the sacred, political activism resulted in bloodshed.

It was in this context that the world-rejecting new religions began to grow. Through such slogans as "Become a revolutionary for Jesus" or offering "a high that never lets you down", they proclaimed their opposition to prevailing social institutions. They expressed many cultural continuities with the counter-culture: their language, music, dress and many of their values were the same. Since secular change efforts had failed, many young people were open at this point to the idea (encouraged by drug experience) that a supernatural realm existed, and that salvation could now only come from some spiritual transformation.

Perhaps even more significant was the fact that the counter-cultural vision of a sharing, caring society seemed to have been realized in the communalism of the Children of God, the Unification Church, etc. Since the way of life seemed so successful, many young people were prepared to take the movement's beliefs on trust.

The failure of the counter-culture also produced members for the world-affirming religions. Many young people, faced by their inability to change the world, decided to accommodate to it to a greater or lesser extent. But the world-affirming movements had their sources in more pervasive and persistent features of advanced capitalist societies than the collapse of the counter-culture.

Their sin source lies in the persistence of various inequalities: in power, status, self-confidence, personal attractiveness, etc. Rather than proclaiming the imminent transformation of the world, or creating an alternative to it, these movements offer recipes, techniques and knowledge to ensure their possessor an improvement in his access to these resources. Their main attraction lies in their provision of facilities for exploring and cultivating the self within a social structure which is largely taken for granted. Many of them pre-dated the counter-culture and, until the late 1960s, the adherents were characteristically middle-aged and even thereafter continued to draw from this age group in contrast to the world-rejecting movements which were all but exclusively youthful.

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J. E. Thomas identifies what is so special about a Danish system for adults based on the Nordic past

Folk high schools—educating Denmark's masses

"The only great successful experiment in educating the masses of a nation"—this was the verdict of Sir Richard Livingstone, eminent British educator, on the Danish Folk High School system. Nor is he alone in holding that opinion. Observers, like Livingstone, and practitioners in the system, commonly claim that modern Denmark owes its very existence, substantially, to the folk high schools. What is so special about this form of adult education?

The philosophy and teaching practice of the schools have been based upon the beliefs of Bishop N. F. S. Grundtvig, who died in 1872. This remarkable man was an authority on Norse and Anglo-Saxon texts, a politician, clergyman, philosopher, poet, and passionate believer in the sanctity—and the word is chosen carefully—of Denmark. In his country his status approaches that of a patron saint.

During his lifetime Grundtvig witnessed the progressive deterioration of Denmark, until it seemed likely that it would disappear entirely under the weight, not only of German military aggression, but what is called today "cultural imperialism". The Napoleonic Wars left Denmark—a pre-eminent maritime nation—with a shattered navy, the loss of Norway, economic crisis, and potential financial ruin. In the middle of the nineteenth century, an increasingly powerful and belligerent Germany turned its attention to Schleswig-Holstein, the border area between the two countries.

The final coup came in 1864 when German armies crushed Danish opposition, and established German rule over a large part of what had been Denmark. The latter lost two-fifths of her land and a third of her population. These events created the environment in which the folk high schools were to take root.

Grundtvig, and the men of his generation, were passionately anti-German. They sometimes qualified their views by adding that it was governments they disliked, not individual Germans—a useful intellectual loophole which makes little practical difference. On one occasion, for example, Grundtvig likened Denmark to "a beautiful young girl who is molested by a German warrior".

Faced with this threat, Grundtvig believed—and this became the ideological corner stone of the folk high schools—that to avoid cultural genocide, a people had to be conscious and proud of their past. And in Denmark's case it was the Nordic past.

He did not, as cruder nationalists and historians have done, look back to some kind of a Golden Age. Awareness of the past, he hoped, would help the development of social pride in the present. While this is perhaps a commonplace of the teaching of history, it was in his method that novelty lay. The poor, the peasantry, could only be awakened through "the living word". By this he meant the use of the native language in oral teaching.

Skilled teachers could awaken students through skilful exposition of Danish history, traditions, and literature. These students, away from the hard work on farms, would come to realize not only intellectually but emotionally, that living language, their past, and the development of a good society were intertwined. Education would live.

The corollary was that books, as the chief agents of the turgid classical education of his day, were rejected as "dead words". The latter bore no relation to the experience of people and were consequently unintelligible.

From the first folk high school, built near the border in 1844 as "a spiritual fortification against the Germans", the movement grew steadily especially after the 1864 disaster. Slowly, Denmark recovered and prospered. The famous co-operative movement, eminently successful farming, and the creation of a sound democracy—all of these were made possible through the liberal education of the folk high schools. And, of course, the restoration of South Jutland to Denmark after the First World War was the culmination of 60 years of studied cultural resistance.

Such are the claims of the supporters of the schools: but these are bold claims. The evaluation of the effectiveness of the school movement, and the demonstration of links between its work and the remarkable regeneration of Danish society, presents the social scientist with formidable problems. There is no doubt though, that many Danes feel that the high school has been as effective as its admirers have claimed. The fact that these claims have not been subjected to intellectual scrutiny does not mean that they are inadmissible. The task of analysing intellectually the effects of the system does indeed exist.

But the investigator must start with the incontrovertible fact that Denmark today is a small, strong and independent nation, with an impressive liberal tradition. And that 100 years ago it seemed likely that it might join other small nations sinking into oblivion, or at least have to submit to a political and cultural domination which would make it nondescript rather than an exemplar of effective education.

One cannot understand the folk high schools without reflecting on the historical events which have been outlined. But it would be a mistake to suppose that the folk high school is a mausoleum, a place for the educational archaeologist. The system is alive, and very active. There are about 80 schools at present. Each year about 9,000 people attend, the majority of whom are under 25. Success in recruiting young people on such a scale is, in itself, quite remarkable.

Although there are some short courses of about a week, the bulk last for between four and six months. The courses are liberal, non-vocational, and involve no examinations. The schools are given Government aid, and are subject to inspection. Despite this, there is no Government interference in the management of the schools, each of which is autonomous.

But what is their task today, since their historic aim—to keep Denmark alive—has been apparently accomplished? Because of their autonomy, answers vary from school to school. Some encourage students to think seriously about the directions in which Western democracy is moving, examining such questions as the uses and abuses of power. Others debate Denmark's role in the modern world. Some are Marxist, and study socialist theory in depth.

An interesting innovation is a "travelling" high school, the syllabus of which is focused on a given country or area. The course culminates with a visit to that area, in vehicles, the maintenance of which has wisely been made part of the subject matter of the course.

The schoolmen have always believed that the development of Denmark provides lessons for other countries, especially those which are rural or small. An important manifestation of this is the excellent International People's College at Elsinore. This was established in 1921, in the aftermath of war, to make a contribution to peace and understanding by drawing upon the best in the high school tradition. These representative developments are diverse. Their common denomination lies in their attempts to deal with the central question of man in his social environment.

The Danish folk high school has a good deal to teach adult educators in other countries. This has not lead to the creation of structurally identical establishments, although this has been done. It is apparent, however, that such imitation can only be moderately successful, since the Danish establishment is very much a product of a configuration of historical events.

In England, for example, Fircroft College was established as a replica of the folk high school, and aimed at recruiting rural students. Because of the different social structures of the two countries, however, the Fircroft students eventually came from industrial backgrounds. There are more important and general lessons.

The folk high school demonstrates to adult educators that it is possible to develop a dynamic relationship between education, specifically adult education, and society. It has tried to help people understand their links with each other and with the past. Therefore, although academic in approach, it is not morally neutral, but rather abrasive and activist. Throughout its history the school system has tried to expose threats to social wellbeing, whether these come from imperially minded Germans, or Danes anxious to secure and retain disproportionate amounts of power over their fellow-countrymen.

On a more practical level, decision-makers in adult education might consider the value of autonomy, which creates an invaluable concomitant, freedom from unproductive government, or any other, intervention. Such autonomy, of course, is a bolthole for the idle, but it can lead to experimentation, and to an initiative which large and increasingly bureaucratic adult educational organizations find difficult to take.

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A folk high school gathering at Bakkeveen, Holland.

The high that shouldn't let you down

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Their techniques range from physical and mental exercises to marathan encounter sessions. Their beliefs stress the notion of liberation. The individual will be released from constraints on his thought and behaviour, from conventional ritual, from inhibitions acquired in childhood, from repressions of instinctual life, or from a learned reserve. Such movements stress the right of each individual to enjoy life, to experience pleasure, to open him or herself to a broader range of experience, while also offering respite from strain and tension through calming the nervous system, eradicating trauma and pain, and leading the neophyte to bliss and peace of mind.

In the course of attaining these desirable states, limitations on one's human potential will be removd, greater intelligence, personal power and competence, and more effective modes of relating to others, will be released. By casting off constraints and restrictions on his physical, mental and spiritual functioning, the individual will not only discover who and what he really is beneath the habits and neuroses, but also more readily achieve all those things which should be possible for one who really is as he now discovers himself to be beneath it all.

While the world-rejecting religions offer an alternative to the anonymity, impersonality, achievement-orientation, individualism, and segmentalization of modern life, the world-affirming new religions and their secular counterparts take these things for granted. Scientology, Transcendental Meditation and Nichiren Shoshu (Soka Gakkai) offer salvation to those who already have firm attachments to the modern industrial world or to those who, like former American youth radical, Jerry Rubin, now a teacher in the Human Potential movement (the secular counterpart to these new religions) decided there were no viable alternatives to it.

The world-affirming movements offer techniques to overcome the gap between achievement and aspiration, but they are more than just a modern form of magical technology. Even those who are fortunate enough to be attaining the heights of social and occupational mobility to which they aspired may be disappointed to discover that rationalization has denuded public institutions of the power to provide most of those engaged in them with a completely satisfactory identity, forcing them to seek personal meaning and a sense of worth in their private rather than their public lives.

And here lies a major contradiction of modern Western life. Success in a rationalized public arena often rests in large part on behaviour and attitudes derived from the Protestant Ethic and its stress on deferred gratification, the virtue of hard work, conformity to rules, repression of instinctual desires, and the reduction of activities to a routine. The worlds of leisure, play and the private sphere of life generally tend to rest on behaviour and attitudes quite antithetical to the Protestant Ethic; that is, on short-run [illegible] and the pursuit of excitement. Hence, at the same time as the emergence of a market for recipes for worldly success, there has emerged a need for methods of escaping the constraints and inhibitions usually required in order to achieve that success.

Methods are sought for overcoming the effects of a lengthy socialization into the Protestant Ethic, in order to explore the private self, to buttress a deinstitutionalized identity, and to indulge hedonistic impulses in an affluent, advanced industrial society in which consumption has become as much an imperative as production. A relatively secure and comfortable middle-class now sees itself as possessing a right to some measure of indulgence and enjoyment, but faces the problem that the self-control and repression which enabled them to achieve or to maintain their secure and comfortable position has often destroyed their capacity for guilt-free relaxation and pleasure. Hence a range of movements, some religious and some secular, have arisen to meet this complex of demands.

Between the two poles lies a middle ground of movements such as the Divine Light Mission, the followers of Meher Baba, and those of Yogi Bhajan in the Healthy-Happy-Holy Organization (3HO). They combine elements of the two extremes. For example, while they may adopt a communal life-style they may also encourage followers to take "respectable" jobs, or to return to their educations. While their religious beliefs may be culturally deviant they usually forbid or discourage sexual relations between the unmarried ,and the use of drugs. Members of 3HO assume Punjabi names, wear white clothes and turbans, eat only vegetable foods, practise yoga, and the more committed live in communal ashrams, but they are also required to contract formal marriages, secure responsible employment and engage in forms of social service. The Divine Light Mission is similar in these respects.

Such movements occupied a curiously strategic position between conventional culture and counter-culture in the late 1960s, providing a kind of "half-way house" via which former drop-outs and radicals could become reintegrated to the prevailing social order. Many Jesus People groups similarly provided a way-station back from drugs and hippiedom to the world of their parents. They possessed sufficient continuity with the counter-culture to be attractive to those for whom secular social experiments had proven unsuccessful, but their norms and values encouraged behaviour less stigmatised and evoking less hostility from parents and dominant institutions.

The new religions do not all share the same prospects for survival. The world-affirming movements, such as Scientology and Transcendental Meditation (and their more overtly secular competitors), born out of pervasive features of advanced capitalist societies, seem in no danger of an early demise. The world-rejecting movements, born out of the specific historical conditions of the disintegration of the counter-culture, on the other hand, depended upon the existence of a substantial constituency of young people sufficiently alienated from their society to be prepared to seek such a drastic alternative. The economic recession of the 1970s gradually eroded the bases for such a constituency just as the economic expansion of the early 1960s had generated it.

The recession of the 1970s created a more precarious job market. Economic contraction was incompatible with a widespread sense of social progress and experimentation. Fewer young people were prepared to jeopardize their occupational future by embarking upon any digression from the established paths of entry into adult life. The hippie as a social type had disappeared, and young people in general were more concerned with ensurin gtheir job prospects than with pursuing social ideals. As the economic order of their society became more precarious, fewer young people wished to abandon it, even temporarily.

The disappearance of the constituency of the world-rejecting movements has been reflected in two ways. First, there has been a tendency for them to stagnate numerically. After considerable expansion in the late 1960s and early 1970s, they have more recently tended to remain static or even to decline. Second, there has developed pressure in the face of these changed circumstances for the movements themselves to adapt.

In order to locate a new constituency, the movements have often felt a need to change their style and heir methods of proselytization in a manner which will draw them closer to the world-affirming end of the continuum. Even more extreme world-rejecting movements, such as Krishna Consciousness and the Children of God, have modified their public presentation in ways which would gain them greater access to adult middle-class sectors of society.

The movements of the middle ground have either disappeared, as in the case of many Jesus People groups, or they have shifted closer to the world-affirming pole of the continuum. Movements such as Divine Light Mission are becoming increasingly the purveyors of meditational techniques as a consumer commodity, rather than the sacred life-style of zealous ex-hippies.

The author is professor of sociology and head of the department of social studies at The Queen's University of Belfast. He wishes to acknowledge the generosity of the Leverhulme Trust in supporting his research on new religious movements. His latest book on social and religious movements, entitled Salvation and Protest, will be published by Francis Pinter early next year. The essay published here is an adaptation of an inaugural lecture delivered at The Queen's University earlier this year.

Caring is . . . running an induction course

A formal programme at Kingston Polytechnic has helped freshers settle and reduced the drop-out rate

OBJECTIVES	Enrolment	Course Tutor Talks	Head of School Talks	Social interactive game	Learning to Learn	Library talk and activity	Optional subject discussion	Business Case Study	Student "Cheese and Wine"	Academic Tutorial Meeting	Director's Talk	Competitive Business Game	Sports, Clubs and Societies "Fair" (optional)
Creation of Course Identity	●	●		●			●			●			
Creation of Tutorial Group Identity				●				●		●		●	
Familiarisation with Institution			●			●					●		●
Familiarisation with School	●	●	●						●				
Exposure of Learning Situations and Problems				●	●	●						●	
Familiarisation with Teaching/Lecturing Methods					●		●					●	
Social Introductions and Familiarisation				●				●	●			●	●
Creation of Staff/Student relations					●		●	●	●	●		●	
Familiarisation of Course Subjects and Contents	●	●				●	●						
Creation of a Business Awareness and its Environment			●				●	●				●	
Time in 1st Week Allocated to Activity Hours	2	1	1	2	6	2	2	2	2	1	½	2	5

Ways of meeting course objectives.

Do course tutors cater to the needs of their newly enrolled freshers and has too much time elapsed since course tutors were themselves new undergraduates, with all the problems that this green group experience? "Caring" is the key word and it presupposes that the attentive course tutor appreciates some of the major difficulties of their starry-eyed academic wards.

In this article, we argue that course tutors should take a positive stance and actively attempt to present a lively and varied programme which may alleviate these main problems.

What are the problems that freshers may encounter? First, a significant number are being uprooted from their local and childhood environment, and are moving to a campus-style site. The role and status which the young adult has fought to establish at school and socially, is now threatened and a new low-level "pecking order" exists overnight.

The wide social class mix on the large campus site can be also bewildering, added to which is the estrangement from long established friends, and a range of supporting clubs, sporting and cultural activities.

Secondly, the new learning environment of the freshers is most likely to be vastly different from the old: some may be moving from a teacher centred atmosphere to one that is student centred. Donald Bligh's article "A time when spoon-feeding pays" (THES Setember 26, 1975) is a good illustration. The student may take time to adjust to the large lecture, having previously been taught in smallish sixth form sets. In many polytechnics and universities it is not uncommon to find lectures being given to groups between 100-200 students, even though the tutorial system may work on a group of around 10.

The new philosophy that the undergraduate is solely responsible for their academic destiny is in marked contrast to their former school's management of their goal achievement. Undoubtedly, the polytechnic or university is the largest academic institution many freshers will have encountered and will find it presents obstacles:

Psychological because of size, sheer disorientation and transition, nothing familiar. Contact with bureaucratic routines such as enrolment, anxieties over accommodation, money, initial loneliness.

Physical Geography, Multi-site classes, libraries, sports facilities, student union facility. New transport arrangement. Lecturing Staff location, school or faculty office, central services.

Access to Information. Course booklets/resource booklets, social clubs, societies.

There are forces which are in operation that will probably increase a tendency of ever larger groups at lectures. For example DES policy indicates that student numbers in higher education will be held at a pegged level, yet has wittingly allowed the net real resources to fall.

Furthermore, where modular course structures are adopted, there is always the possibility of certain modules becoming embarrassingly popular from a resources management viewpoint.

Arising from this broad appreciation of some of the major problems, it is possible to link these to clear-cut objectives in an induction programme. This list of objectives can be broken into three broad categories:

(1) "Social familiarization" is a major category and is intended to mean the process whereby relationships can be established as easily and smoothly as possible. We believe that it is vital for these relationships to be established at the earliest possible opportunity, bearing in mind the students' psychological needs. In this context, a programme can involve activities that may facilitate various types of relationships, e g, student to student, student to personal academic tutor, student to lecturer, etc. It is possible to explore the most appropriate activities that help: social and business games are a grand example which can enable students to mix and relax enjoyably in a very short period of time. Social familiarization involves each fresher in creating various identities with each social contact group. It is important to realize that these range from the more strictly academic and curricular to the non-curricular.

(2) This gives rise to a second major objective: imbuing in freshers the idea that they should be actively involved in decision-making in matters where success is important to them, be it curricular or non-curricular.

(3) There is a need to help new undergraduates adapt to the new learning environment. An ideal approach is to kindle the spark of curiosity about "learning". The concept of "learning to learn" is novel to them but it is a useful approach at this stage: learning skills can be explored and study-habits questioned. Thus one can explore some important facets of the learners' environment through a range of formal and less formal activities from lectures on study skills to case studies, etc.

Higher and further education can be viewed in "stakeholder" terms, namely that various persons or bodies have an interest or gain from the success of students in higher and further education. Possible stakeholders might be students, parents, lecturing staff, local communities and the national economy.

Bearing in mind the high investment of resources including capital and recurring expenditure, ideas, people, activities and time any drop-out or under-achievement can be seen as very costly failure. Undergraduates can drop-out for a variety of reasons, but it is noteworthy that the highest incidence occurs in the early stages of courses.

Do colleges delve into causes of drop-out? To an industrialist or employer, high levels of drop-out would be unacceptable: heads would roll and there would be an investigation of current induction programmes to ensure that improvements could be adopted that would drastically cut down this costly phenomenon.

Academia can learn a great deal about running induction and training programmes from their professional counterparts in the large personnel departments of our major industrial organizations in the private and public sector.

Kingston Polytechnic was formerly a college of technology and was created as one of the 33 new polytechnics by the late Mr Crossland. Since being designated a polytechnic in 1970, student numbers have grown to 4,118 full-time and 1,277 part-time and is located on five principal sites. Being located in the South West of London, within the commuter belt and also lying on the fringes of the stockbroker belt has given rise to important effects: —

(1) Fifty per cent approximately of our full-time students are home based and naturally come from the background just described.

(2) The other half is recruited from a wide variety of regions and probably a much wider social strata than our home based students. These "away-from-home" students require accommodation in an area where the rent and planning acts together with demand from commuters make accommodation difficult to acquire in the private sector. As a result the polytechnic has judiciously embarked on a successful strategy of increasing the stock of student hostel accommodation (1,067 places at present).

(3) The polytechnic has had extreme difficulty in expanding the sites for academic use as a result of the severe economic conditions and the very limited amounts of land available for expansion. This has a direct result when planning the induction programme as rooming can be a major constraint.

The school of business, which is one of the 22 schools, is the largest in the polytechnic in terms of student numbers, and runs full-time courses in business studies, accounting and finance, foundation courses in accounting and a post-graduate diploma in marketing, together with many part-time courses. The school has a belief in the following:

● Innovating in the learning/teaching areas generally.

● The development of students' awareness or self-diagnosis in their learning process and study skills, in contrast to their course disciplines.

● The active involvement of all "users" both student and staff in a specially developed business resource centre which this school pioneered (see the Nuffield publication *Innovation in Higher Education*).

● The close contact between student and a known member of the staff who acts as the personal academic tutor. This is a reiterative process which supports the "caring" view.

We believe that this background picture is relevant to opportunities and constraints which come into play when attempting a meaningful induction programme.

In the design of the induction programme at Kingston, an attempt has been made to cover all the points made earlier. To do this, it was necessary to enter into lengthy discussion with all the course and phase tutors whose students were to go through the course.

Much useful information about the students, their background, hopes and aspirations, was gained from various profile studies and student analysis undertaken over a number of years by a special research project. Further information has also been gained from the students who have gone through the course by questionnaire, interview and course committee discussions.

As a result of having positive objectives and considerable information and feed back it has been possible to devise a structure which attempts to satisfy as many of the criteria within the resource constraints.

Although the main activities appear to be occurring in the first week, an attempt is made to ensure that this may be extended into further weeks based on the ideal of the "self learner". This follow-on programme is centred on students who now appreciate the concept of learning to learn and are conscious of their ability for self-diagnosis.

For the past three years, this school has run an induction programme for our BA and HND in business studies, BA in accounting and finance, involving 132 students each year. The one-year accounting foundation course was included in the 1975 and 1976 sessions but, because of rooming constraints, we were forced to run a separate programme for them in 1977.

The programme consisted of sessions which can be summarised in the following way:

Familiarization with staff and students: Social interaction game, cheese and wine evening.

Familiarization with the institution: Directors' talk, head of school, sports and societies "fair".

Familiarization with Learning Techniques: Learning to learn lectures, case study, competitive business game, tape slide programme and library assignments.

Familiarization with course structures: Enrolment, discussions of available option subjects, course tutors' talk.

In the second week students attend their first week of formal lectures, but were given no tutorials. This was ideal time to allow students to pursue activities from a range of suggestions we made. These include items under the heading of "learning to learn".

First, we pointed out the video recording held in resource centre on Tony Buzzan's series entitled *Use Your Head*, as well as his book by the same name. Secondly, asked students to contact those in the school of liberal studies who run the study skills course units.

This invaluable programme recognizes that students require some sentization towards study methods through to self-diagnosis and that this is for some not a short term type approach. Many of the school's personal academic tutors have a reasonable idea of study course contents and guide students along these lines.

Among many other things we suggest the use of the school's programmed learning machines in the quantitative methods area, ideally in conjunction with the diagnostic test beforehand. We also indicate the collection of texts in the resource centre and college libraries on being a student, study habits, lateral thinking and miscellaneous texts which help to direct students towards the millieu of business.

Most students will see their personal academic tutor in the first fortnight for their first counselling session, although they will have already met them socially in the first week.

By the third week, the students are fully immersed in the academic programme and, although the transition will not be complete, hopefully it will not have been so traumatic as it could have been. The perceptive course tutor will not believe that the fresher's settlement problems have all been overcome, an all fronts and all levels, e.g. grant difficulties, accommodation, difficulty in striking up friendships, etc. However, it is hoped that the baby is not thrown out with the bath water and the student is more self-reliant and if help is needed will know whom to approach.

There is no doubt that the organization behind running an induction programme is time consuming and its implementation creates stress both to the active course organizers and the coterie of helpers but, despite this, there does appear to be many ascertainable benefits:

(1) Apparent reductions in drop-out rates in the early part of the courses.

(2) We monitored an improvement in the motivation of students, their response to large and small group type situations and we suspect that this carries through to the scores awarded under the continuous assessment scheme.

(3) Students become more versant in discussing study skills diagnosing their own problems and determining the requisites for self-development.

We believe that formal Induction Courses in academic institutions ought to be attempted and is possibly a potential area of educational innovation and research. The returns or pay-off could be considerable.

G. Masikunas
M. Ryder

The authors are senior lecturers in the school of business studies at Kingston Polytechnic.

BOOKS

Who knows what the future may bring?

World Futures: the great debate
edited by Christopher Freeman and Marie Jahoda
Martin Robertson, £15.00
ISBN 0 85520 195 9

The Man-made Future
by C. H. Waddington
Croom Helm, £9.95
ISBN 0 85664 662 8

The Knowable Future: a psychology of forecasting and prophecy
by David Loye
Wiley, £9.20
ISBN 0 471 03566 1

It is perhaps indicative of our collective insecurity that books about the future pour forth from our presses in increasing numbers each year. The reason advanced is always the same. We are supposed to be living in an age of unprecedented change and, if we do not attempt to make our future, it will engulf us. Each of the three books reviewed here subscribes, at least to some extent, to this view. Yet the works are very different in subject matter and scope, as well as intended readership. Because of this any synthesis would be artificial and so I will treat them seriatim and try to highlight the more interesting aspects of each.

World Futures, edited by Christopher Freeman and Marie Jahoda, constitutes an important contribution to the controversy that was initiated several years ago when the Club of Rome published its studies of future growth patterns—under the title *The Limits to Growth*. The conclusions of this study, it will be remembered, were based on the findings derived from the world models constructed by Forrester and Meadows at the Massachusetts Institute of Technology. These models indicated that, under a wide range of initial conditions, extrapolations of existing trends in natural resource utilization, population, food production, industrialization and pollution, led to a "breakdown" condition on a global scale. The inescapable conclusion seemed to be that, unless these patterns of growth—for that was what the extrapolations were—were altered, the world system would collapse. An atmosphere of pessimism arose and academics and industrialists alike, in putting pen to paper, inaugurated the debate on the future—a debate that was concerned, essentially, with the value (or otherwise) of economic growth.

The output of negative, zero or slow growth-rate scenarios has now slowed somewhat and this publication by the staff of the Science Policy Research Unit at Sussex University which attempts to set out a more balanced view of the future is very timely indeed. Although the book is a collection of essays, this does not weaken its overall structure. In fact the book is very tightly organized around a central thesis: broadly that much of the pessimism generated by the "Limits to Growth" debate is unfounded, having devoted insufficient attention to national propensities for and the potential of technological change. The authors point out more than once that one of the inherent limitations of trend extrapolation as a forecasting technique is that it is unable to take sufficient account of major technological developments, and if things do proceed in the future as they are now the appearance of breakdown can hardly be surprising. By contrast the SPRU team are convinced that:

> it is desirable to strive for a world in which current extreme inequalities between rich and poor countries are significantly reduced not by a world wide return to primitive living but by increasing the standard of living in the poor world much more rapidly than in the rich world. In other words our preferred profile incorporates *growth and* reduced inequality.

Indeed, the book as a whole demonstrates admirably that, of the four profiles considered (two rates of growth—high and low, and two levels of inequality—increased and decreased), the combination of high growth rate with reduced levels of inequalities is both desirable and, short of total war, a realistic goal towards which nations should be striving. The central chapters provide the supporting data for this preferred profile and on agricultural productivity and population dynamics—to name a few of the topics treated. Though not novel in content, the book exhibits Waddington's usual skill at exposition and the general reader or the beginning student should gain from it a very good feel for the problems which will occupy futurologists and world model builders over the next decades.

Of particular interest are the chapters on the growth controversy which attempt to explore the assumptions which underline the various standpoints and the chapter on values which explores, again for the beginner, the close interrelationship of facts and values in topics of this kind. Not surprisingly, the last chapter, in which attempts to synthesize, fails. Perhaps this is not a bad thing; I suspect the last thing Waddington wanted to convey is that the world situation could be subsumed under some all-embracing system. Indeed, the state of knowledge is fragmentary and I fear that such topics will (must) always remain so.

The last volume is very different indeed. Although the title, *The Knowable Future*, is ostensibly about the future, it is the subtitle, *A psychology of forecasting and prophecy* that indicates its main concern.

Essentially the work is a methodological one and it is more theoretical in tone than either of the other works. He discusses two main types of forecasting which might be called respectively the conventional and the unconventional. The conventional includes various types of forecasting techniques that have been developed, principally in the United States over the two decades. Of central interest to David Loye is the Delphi technique and its method of canvassing opinion on likely futures.

The author refers to this technique generically as the "pooling of wisdom". He reports two findings which are significant to the further development of forecasting. They are "that groups could be better predictors than individuals and ... that the 'secret' to group prediction lies in the data processing of individual responses". Here we have a powerful combination of individual vision and computer technology mediated by group dynamics.

The notion of "pooling" reappears in the unconventional aspect of the new methodology that Loye calls the "pooling of prophecy". Here, the experimental basis of prophecy is discussed somewhat cursorily but it is clear that for the author it involves a range of abilities (and techniques) different from conventional forecasting—a range that constitutes a new forecasting methodology. We are thus led to appreciate that forecasting at its best involves both left and right brain activities, but there is more. In addition to the left and right brain there is the forebrain, etc., part of the brain which controls and manages.

To this point I have considered Loye's tripartite view of how the mind seems to operate in predicting futures. Under forebrain monitoring and guidance, we find conscious mind processing the stimulation of the phenomenal world, much as a computer with pattern recognition equipment would. Also with forebrain monitoring we find the unconscious mind processing information from the nominal as well as the phenomenal worlds—but unlike the computer it seems to apprehend the future directly.

Thus the pooling of vision and the pooling of prophecy under the guidance of the forebrain are transformed in the "pooling of mind" (conscious and unconscious). According to Loye this constitutes a new type of forecasting. The author readily admits that his ideas are not intended to be the last word but only to suggest future possibilities. No one, I think, will doubt that!

More concretely, the author has developed some interesting insights into forecasting which is presented under the rubric of the "Ideological Matrix Prediction" (IMP) schema. Briefly, the schema aims to identify tendencies towards either convergence or divergence on a given issue. If convergence prevails, social change is more likely than if divergence prevails.

The overall tendency is determined from a matrix by classifying actors' responses according to the ideological dimensions: left or right (ideologically); extreme or moderate (in policy); active or inactive (in politics); elite or hoi polloi (in terms of power); tough or tender minded (in disposition); young or old (in age). Using this matrix, the author claims to have had a high success rate in predicting political events including the date of departure of Richard Nixon from the White House, and the nomination of Jimmy Carter as democratic candidate for the last North American Presidential election.

Loye admits it is too early to evaluate his contribution to a psychological theory of forecasting but what is so striking about these three volumes, compared with the works produced, say a decade ago, is that they are all concerned with the social dimensions of change—with what is *socially* desirable rather than with what is merely technologically possible. In Freeman and Jahoda's socio-economic types, in Waddington's discussion of values and in Loye's discovery of the importance of ideology in forecasting are we perhaps seeing the demise of scientism and the cruder forms of technological determinism? Are we perhaps seeing another manifestation of the need to study science and technology in their social context? I think so.

Michael Gibbons

BRITISH ELECTIONS:
MYTH AND REALITY
Geoffrey Alderman
£3.25 *paper* 0 7134 0196 6 £6.95 0 7134 0195 8
230 pages
This book highlights the sharp differences between what is supposed to take place in parliamentary elections and what really does take place. It questions the assumptions about who the voters are, who they vote for and about the influence of the media and public opinion polls; it looks at the voting alignments by sex, age, religion and region. Ideal reading for students and for all critically interested in contemporary British politics.
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Analysis for beginners

Mathematical Analysis: a straightforward approach
by K. G. Binmore
Cambridge University Press, £9.75 and £3.75
ISBN 0 521 21480 7 and 29167 4

Mathematical Analysis
by M. D. Hatton
Hodder & Stoughton, £4.75 and £2.45
ISBN 0 340 20824 4 and 20825 2

The first university course in analysis has always been something of a problem to present. The fact that students are unaccustomed to rigorous exposition is only part of the reason, since most pure mathematics courses have similar standards of rigour, but analysis seems to cause extra difficulties. The crucial difference is that in analysis the new methods are applied to familiar material. Having managed so far without rigour, students find it hard to see the point of reworking the foundations. The changes in background and attitude provided by the schools have highlighted the shortcomings of the traditional analysis course. Nowadays students are less likely to have met problems which illustrate the limitations of a non-rigorous approach. Also they demand more in the way of motivation and are reluctant to work hard at topics whose value and interest will only later become apparent. The need for a new approach has been widely accepted and new textbooks are required to reflect this.

Professor Binmore's book is just such a text. It contains the topics which may be found in any elementary analysis book; namely, the real number system, sequences and series, continuity, differential and integral calculus, power series and the elementary functions of analysis. Unlike many other books, however, the emphasis is on teaching these topics rather than merely presenting them. The initial assumptions are clearly discussed and the subject is developed through patient explanation in a pleasant and informal style. At each stage only the essential technicalities are introduced and the reader is never distracted by unnecessary elaboration of the material. The text is full of little warnings about common errors and misconceptions, and many helpful diagrams illustrate the exposition. The exercises are carefully chosen both in content and difficulty so as to aid understanding and to promote mastery of the subject, and full, clear solutions to the exercises appear at the end of the book. In short, this is an excellent account of basic analysis on the real line geared to present day needs.

Mr Hatton's book represents the traditional approach. Moreover, it contains nothing that has not been done better in earlier texts. The exposition reads rather like expanded lecture notes. There is little motivation and no attempt is made to emphasize the more important ideas by fuller explanations. Some parts (for example, a one-page account of Dedekind sections) are clearly beyond the capabilities of students at this level but there is nothing in the text to differentiate these from the parts students are expected to master. Proofs of the theorems are condensed and sometimes hard to follow, and the properties of continuity and the differentiability of the sum of a power series are incorrect in that they implicitly assume uniform convergence results.

Students will find it difficult to learn analysis from this book.

J. A. Erdos

BOOKS

The ambivalence of Conrad's world

Conrad: the moral world of the novelist
by R. A. Gekoski
Elek, £7.50
ISBN 0 236 40092 4

"It is not Conrad's incapacities that we regret". Dr Gekoski tells us at the beginning of this introductory study of the major novels, "so much as that what he is good at . . . should be so difficult to get . . . should be so difficult to get hold of".

This sounds a little mean: Conrad's vices are plain; it is his virtues that require explanation. But Dr Gekoski is not malicious: if Conrad is obscure, it is not because his sight is blurred, but because what he looks at is ambivalent. He sees human beings under two competing descriptions; they are at once possessed of a "vision of personal autonomy" and of men knowing himself isolated in a world without values), and of a "vision of social responsibility" (man recognizing that he cannot survive outside a community of values).

We have heard this, or something like it, several times before, of course. So why should the oft-tried defence fail to dispel unease? Dr Gekoski devotes his first, and by far his most substantial, chapter to examining the relationship between these two "visions". Relying on a few crucial extracts from the correspondence—particularly with Cunninghame Graham—he argues that they are not only "not irreconcilable" but "complementary". Now this is not a commonplace view; it may not even be a tenable one. So if Dr Gekoski has made it seem banal—which he has—it is because he has himself failed to believe in its significance.

Of the dualism that is the theme of his argument, he says, "It does not matter greatly which dichotomy one uses, so long as one does not take it too seriously". Can it be surprising, therefore, if he is inhibited from exposing the terms on which his reason rests to any kind of disciplined analysis? Can we ever know where we are, for instance, with a "dichotomy" that is alternately offered to us as "two very different *value systems*", and as a "metaphysical base" (belief in "universal meaninglessness") provocative of various strategies for survival?

Intellectual precision cannot be achieved without the conviction that one's subject is worth the trouble. For all his professions to the contrary, Dr Gekoski's lack of confidence in Conrad has a devaluing effect. There is very little evidence in this book that its author is personally committed to what he is doing, or that he has tried to experience the great novels individually and freshly. He makes judgments, of course, but these remain largely conventional, the received verdicts of Anglo-American critics since Howitt and Moser. For example, he declares, in what is admittedly his most perfunctory chapter, that *The Secret Agent* fails because "its technical neatness and unity of design are produced at the cost of complexity of thought and emotion"—without the slightest recognition that this view has been parroted into orthodoxy for the last two decades, or without the slightest suspicion that it might be blinkering or wrong.

Similar smothering commonplaces, similarly caused, can be observed elsewhere. The dismissal of Nostromo or Peter Ivanovitch, for instance, which renders understanding of what Conrad is trying to do in large parts of these novels virtually impossible, would not have been made—or at least not so cavalierly—had Dr Gekoski been truly persuaded that Conrad was indeed "one of the outstanding talents of our time".

In his preface, Dr Gekoski quotes from a letter in which Conrad distinguishes between the critic who makes it his task "to flash the light of . . . sympathetic perception upon great, if not obvious, qualities" and the one who casually indulges in "the blind distribution of praise or blame". Dr Gekoski then says that he has "failed entirely to live up to this standard—perhaps because "it is impossible to do so". Why on earth should it be impossible? What is wrong with this confession is not that it is justified but that it is not meant. If it were, it would not have been necessary.

Jacques Berthoud

Rural hibernation

The Flower of Light: a biography of Mary Webb
by Gladys Mary Coles
Duckworth, £7.95
ISBN 0 7156 1120 8

Gladys Coles has a fey subject in Mary Webb, an "apostle of wonder", a novelist and mystic who grew up deep in late Victorian rural Shropshire, and who throughout her life felt secure only when in communion with the countryside she appreciated with Ruskinian fervour. Disease and mystical yearning reinforced her leanings towards nature-*worship, blinding* her, as John Buchan saw, to nature's cruelties. She believed that, "In nature . . . life's values right themselves again." Impersonal science threatened this comforting expectation, and the Victorian precision of her early prose gives way in the novels to sentimental animism.

As might be expected, despite a passionate sensibility, she had difficulty relating to people. She was aware of her distaste for, and withdrawal from, unromantic realities—her candid comment on the Great War was, "It was all so heart-reading I just hibernated in the beauty of Nature". Her wild philanthropy seems an attempt at restitution; she impoverished herself by spending her earnings on unsuitable presents for village children and vain efforts to satisfy the demands of London beggars. Illness never brought her to self-pity, but it accelerated her commitment to visionary happiness, an Eden of the soul to replace that of her childhood.

This full-length critical biography is best at evoking Mary Webb's own strange, sad story, but also attempts a revaluation of her writing. Between 1928 and the 1950s her five completed novels achieved great popularity, partially on the recommendation of Stanley Baldwin. Of them *Precious Bane* and *Gone to Earth* (both recently republished by Duckworth) are the least forgotten. All are set in Shropshire. All are over-wrought manifestations of late romanticism, strange brews of gloomy passion, melodrama, symbolism, folklore and much "significant" description of her beloved countryside. It is easy to ridicule them, less easy to understand their popularity or estimate their importance.

Her fictions take place outside civilization, on the edge of the primitive, "betwixt and between" Faery and reality. It is the territory of myth and the unconscious, and it is not inappropriate to refer, as Gladys Coles does, to Emily Brontë, Lawrence and Jung for parallels. But Mary Webb appeals to feelings rather than to intellect. She could not control the artistic or intellectual structures necessary to communicate fully her passionate, visionary life of the imagination.

The attraction of the novels resides in their atmosphere, and in the impression they give of glimpsed poetic truths; they work better if they are not subjected to analysis. I am not convinced by Gladys Coles's commentary that these novels deserve a higher critical rating, though they will continue to be valued by those who respond to passionate, elemental and irrational fiction. For my taste they fail to illuminate sufficiently life at a human level.

This is a sympathetic biography, and a pleasant book to read. The writing is fluent, with a tendency to imitate Mary Webb's own ardent vocabulary, and to speculate unjustifiably on the state of her feelings. If in the end Gladys Coles claims too much for Mary Webb as a writer she has at least the credit of having revealed an extraordinary person, not just a minor novelist.

C. G. Worth



After the publication of their manifesto "A Slap in the Face of Public Taste" in December 1912, an aggressive group of young Russian artists was dubbed by the critics as "futurist". But their inventions were rather rooted in the primitive, and they gave the title "Worldbackwards" to one of a series of illustrated books they produced. The World Backwards: Russian futurist books 1912-1916 is a survey by Susan P. Compton of their work, based on material recently acquired by the British Library. The illustration above is reproduced in the book, which is published by British Museum Publications at £7.50 and £4.

Góngora and the wonder of nature

The Poet and the Natural World in the Age of Góngora
by M. J. Woods
Oxford University Press, £10.00
ISBN 0 19 815533 6

Dr Woods begins this interesting and lucid book by clearing some critical ground, rejecting concepts like "sincerity" and emotional reactions to nature in poetry. He is sceptical of "sensuous" imagery and of the validity of parallels between contemporary poetry and painting. It is more fruitful (natural images are unavoidable) to consider the traditions observable in a poet, specifically those involving rhetoric and imagery.

He briefly considers the function of natural description in poetry before Góngora, in Garcilaso and minor poets like Trillo y Figueroa. He identifies a new genre of poetry of natural description in the Spanish Golden Age, and gives some analysis of the different functions of natural description in that poetry. He looks closely at the openings of the first and second *Soledades* and effectively shows the limitations of merely "sensuous" readings; these passages are better explained and read in terms of wit, and of wonder, an important concept here. In chapter four, Dr Woods looks at contemporary poetic interest in the cornucopia and the richness of nature, with interesting quotations from minor poets; this poetry is also best seen in terms of wit.

Dr Woods is doubtful about the cosmic and unifying effects claimed for baroque metaphor. He shows how Góngora and contemporaries moved from images based on the four elements towards "transelemental" images ("a Libya of waves"), which help to give wonder to the ordinary. This leads him into some valuable criticism of modern discussion of the meaning of Góngora's poetry. Metaphors concerning ships, for instance, do not necessarily imply moral criticism of seagoing; they may also express wonder at the audacity of man. Góngora praises man's dominance of nature as well as his harmonious part in it; his interaction with nature is a rich source of conceits. Dr Woods notes astutely that Góngora admired human artifice, hunting on land and sea, large buildings commerce, and even gold (since he compares beautiful objects to it). Góngora's peasants chop down trees for wedding decorations, and are clearly civilized and urbane. He and his contemporaries objected to the "flaunting of personal wealth" and to artifice, architecture and seagoing only when they were wrongly motivated.

Finally, Dr Woods offers evidence for seeing wonder as a motivation for the writers of the time, quoting Fray Luis de Granada, Graciàn and contemporary writers on natural magic. He also relates wonder to the theory of the conceit.

It is curious that these writers did not see the wonder of the cosmology of their own time; they were presumably too attached to the huge tradition they had inherited. Góngora's own obscure remarks about his poetry hint at a religious motivation; praise of nature would be praise of the Creator at this time. His defence of his poetic style certainly supports Dr Woods' view of the witty and highly artistic nature of his poetry. Wonder and, the metaphorical approach are not of course new ideas in Góngora criticism, and they do not negate the relevance of considering cosmic harmony and neoplatonism as important elements in contemplation of nature in this splendid poetry.

R. M. Price

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BOOKS
Discovering a new continent

The Cambridge History of China volume 10: Late Ch'ing 1800-1911, part one
edited by John K. Fairbank
Cambridge University Press, £30.00
ISBN 0 521 21447 5

The Shorter Science and Civilisation in China, volume 1
by Colin A. Ronan
Cambridge University Press, £7.95
ISBN 0 521 21821 7

When Lord Acton planned the Cambridge Modern History at the end of the last century he believed that "all information is within reach and every problem has become capable of solution".

Chinese history then only appeared on the distant horizons of colonial history. Now the difficulties are more fully appreciated, and the West has become aware not only of the great contributions this once despised country has made to the advancement of civilization but also of the richness of its historical source-material. As the editors of this new series say, "the history of Chinese civilization is more extensive and more complex than that of any single Western nation, and only slightly less ramified than the history of European civilization as a whole". It is only since the Second World War that Western historians have been able to embark on the systematic interpretation of all this material on anything like the required scale, but enough work has now been done to warrant the publication of a Cambridge History to summarize the current state of knowledge.

Unfortunately it has not proved possible to unfold the story in chronological order. However, the first volume to be published deals with a period of great interest, when the growing impact of Europe on an ancient civilization in decline set the scene for the dramatic events of the twentieth century. A generation ago accounts of this period were dominated by Europe's encroachment on the Middle Kingdom, and internal developments were overshadowed by such topics as the Opium War and the Treaty Ports; but recently more attention has been focused on the internal reasons for dynastic decline, and the Western impact has been kept in proportion. In the Cambridge History the balance shifts again, and more than a fifth of this volume is devoted to China's role in Inner Asia where, despite the waning fortunes of the Manchus, the first 60 years of the nineteenth century were the heyday of Ch'ing imperial power.

As research grows at an ever-increasing rate the publication of a collaborative summary of its findings is a daunting task. The six volumes originally proposed have now expanded to 14. In the process of replanning the editors seem to have lost sight of the professed intention of catering for the "Western history-reading public"; for although Paul Cohen's admirable summary of the impact of the Christian missions operates on a level of generalization appropriate to the intelligent layman and to the restricted space he has available, some contributions are too abstruse and detailed for the non-specialist reader.

It is also disappointing to be told that "such topics as the history of art and of literature and many aspects of economics and technology have had to be omitted", for without these dimensions no deep understanding of an era is possible. So although this volume typifies the high professional standards now attained by Western historians of China, it is a collection of important articles comparable with the excellent symposia that Fairbank has edited, rather than the many-faceted account which one has learnt to expect from a multi-volume Cambridge History. And although I look forward to the publication of the remaining volumes of what will obviously be a standard reference work for many years to come, this volume suggests that there will still remain a need for a six or eight-volume summary of the history of China, written especially for the layman.

For the history of science and technology we must still turn to Joseph Needham's monumental work in progress, which when completed will rival the Cambridge History in length. Nearly a quarter of a century ago the first volume was greeted like the discovery of a new continent, and the whole undertaking was described by one reviewer as "perhaps the greatest act of historical synthesis and intercultural communication ever attempted by one man". Now a start has been made on the valuable task of abridgment. Inevitably the chapters on Chinese history do not survive well in the present climate of deeper understanding, and the abridger lacks the knowledge and skill to make cuts without distortions. Some names, dates, and Chinese characters are wrong (e.g. Huang Ti, which means "emperor" is taken to be Ch'in Shih Huang Ti's personal name.

But readers should not be put off by these early chapters. Throughout the rest of the book the abridgment is generally quite skilful; and although many illuminating examples and erudite references have had to be sacrificed, a viable narrative remains.

Occasionally I had to consult the original to verify the meaning of the abridgment, for sometimes a false reduction in length has been secured at the expense of clarity. The writer sometimes departs ambiguously from the original, and the writing is occasionally clumsy. For example, when Needham puts "The first inhabitants of Chinese soil whose remains are known to us were those of a race to which Peking Man belonged". Mr Ronan prefers "the first inhabitants on Chinese soil, *whose remains we know*, was a race to which Peking Man belonged". Three words have been saved, but I prefer Needham—if not only because of the grammatical error.

I dwell on these shortcomings in the hope that future volumes will be better. A rare combination of talents, experiences, and circumstances gave Joseph Needham the opportunity to produce his great work, and the number of Westerners equipped to study the history of Chinese science is still tiny and likely to remain so.

Cambridge University Press served him well with a fine piece of book production and ought to ensure that the abridgment is immaculate to make it a fit companion for the parent work.

Raymond Dawson

The reassertion of the French elite

The Agony of the Republic: the repression of the left in revolutionary France, 1848-51
by John M. Merriman
Yale University Press, £14.40
ISBN 0 300 02151 8

The 1848 revolution in France led to a temporary relaxation of governmental repression and to the introduction of universal male suffrage. These conditions facilitated the political radicalization of ordinary people. "Democratic patronage" by radical members of the middle classes made a link between national political ideology and the concerns of the masses.

Revolution was soon followed by reaction as the social elite recovered from its initial surprise and loss of confidence and reasserted its influence. This reassertion was a potent electoral force. The old elite reasserted its control over the state apparatus and from as early as April 1848, the repression of anarchists, of "men who did not recognize the 'natural order of things'", recommenced.

The key to subsequent mass-politicization was the development of *démocrate-socialiste* organization and propaganda. The fundamental objective of repression was the destruction of such organizations and the elimination of "democratic patronage". This was largely achieved by means of the harassment of militants, by measures directed against the press, against all forms of association from the political club to the friendly society, and against the symbolic expression of socialist sympathies in folklore, never socialist organization under-



ground and where, in rural areas, the police network had not been sufficiently dense to allow its destruction. Resistance failed because repression prevented effective coordination between the various local organizations and because they were no match for the military power of the state.

This is John Merriman's story. He tells it well, and documents it with details drawn from regional case studies. Regional diversity is emphasized but not at the expense of an analysis based primarily on class alignment and political organization. One can quarrel with some points of detail, for example, it does not seem to have been miners at Anzin who seized arms but rather artisans and lower middle class elements. One can disagree with the emphasis on the modernization of collective protest through political change during the Second Republic. The process of modernization accelerated but was surely an aspect of a broader and longer-lasting process of socioeconomic change. One can wish that he had written a more incisive account of the coup d'état rather than concentrating too exclusively on events in the Yonne and that he had shown more interest in the process of repression implicit in day-to-day social relationships and in cultural manipulation in church and school.

We must, however, remain profoundly grateful to Merriman for his explanation of how the popular movement was destroyed, and for his description of a repression which if restrained in comparison, yet foreshadowed the brutalities which have sickened us in this century. The desperate measures to which social groups will resort in order to protect their privileges are an unedifying comment on human morality.

Roger Price

BOOKS
Conservatism with caution

The English Civil War: conservatism and revolution, 1603-1649
by Robert Ashton
Weidenfeld & Nicolson, £10.00 and £4.95
ISBN 0 297 77400 X and 77537 5

On the evidence of this book one suspects that as a motorist Professor Ashton drives a family saloon in preference to a sports car and uses the brakes more frequently than the accelerator. For as a historian of the Civil War he is not primarily interested in the rapidly changing speed of events in the 1640s nor with the unprecedented developments which took place at that time in politics, religion and society. On the contrary, the main preoccupation of this volume is accurately described in its subtitle "*Conservatism* and Revolution".

Ashton devotes more than a third of his book to the early decades of the seventeenth century. He argues—convincingly enough—that it is unhistorical to regard the first 40 years of the seventeenth century simply as a preliminary to the Civil War and to interpret earlier events in the light of what came after. Accordingly, both Whig and Marxist historians are censured for putting forward their respective versions of historical inevitability.

"The Marxist interpretation of history", he says, "is open to the same criticism which Sir Herbert Butterfield levelled at the Whig—that it makes the principal participants in the historical events which it describes the agents of a process of which they themselves were totally unaware". Like C. V. Wedgwood, Ashton pays greater attention to the professed motives of contemporaries than to those attributed to them by later historians. Ashton finds the Marxist emphasis on the collision between feudal and bourgeois interests no more convincing as an explanation of the Civil War than the Whig emphasis on the seventeenth-century confrontation of disembodied theories of liberalism and despotism.

Ashton's book makes a great deal of the backward-looking nature of most parliamentarian political and social thinking, of the conservatism of the mainstream of English puritanism, and of the long-maintained moderation of most of the king's opponents. "Even in the autumn of 1647 Cromwell and Ireton were fiercely defending monarchical institutions in the famous debates at Putney, and no trace of republicanism attached to Fairfax at any time" (page 186). The author is able to provide numerous examples of erstwhile radicals moving steadily rightwards in the 1640s—Hollles, Waller, Saye and Sele, Plennes, and, most spectacularly, Milton. Radical republicanism, he argues, was a minority view even in 1648-49, "the creed of cranks and way-out persons" (page 233).

Ashton is determined not to add to "the enormous amount of ink which has been spilt on the subject of the Levellers and the Diggers in recent years". It is perhaps symptomatic of Ashton's dismissal of work in this field that Brian Manning's writings are attributed to the wrong author.) In so far as he deals with popular movements at all, he prefers to highlight the neglected conservative neutralism of the Clubmen. The London "mob" or "rabble" (page 149) gets the perfunctory treatment Ashton thinks it deserves. This is very much a top-level history of the Civil War.

As one would expect knowing the author's main research interests, Ashton is particularly fascinating on the politics of the London business community. What he says, for example, about the split in the ranks of the concessionary interest whets the appetite for his forthcoming book on *The City and the Court 1603-43*. With the sympathies of the great chartered trading companies moving demonstrably away from the court to the country we have yet another instance of Charles I's unerring capacity to alienate potential allies.

It is odd that Ashton did not see *The Origins of the English Civil War* (1973) edited by Conrad Russell, until his book was already written, since its approach and conclusions have much in common with his own. And it is surprising that Ashton took the self-denying ordinance of ignoring virtually all the numerous recent PhD and MA theses on the Civil War period. J. S. Morrill's *The Revolt of the Provinces* (1976) made productive use of no fewer than 19 such works.

But it would be unfair to end on a carping note. There are in fact a great many good things in this book. It is well researched, extremely readable, and is certain to be widely used. The English Civil War is by its very nature an unendingly controversial subject and it is valuable to have a conservative view of the period to place alongside the totally different interpretation of the English Revolution displayed, for example, in Christopher Hill's voluminous output.

Ashton is indeed a very different kind of historian from Christopher Hill, and not just in his political stance. He is much more cautious, more preoccupied with internal complexities than with contrasts, with continuity than with change. He rightly reminds us, for instance, that "the worlds of Court and Country were inextricably intertwined" (page 41) and warns against "paying too much attention to the imagined dichotomy between the local and the national, as opposed to studying the process whereby the latter emerged out of the former" (page 70). Ashton's interpretation of his subject is not only different from but also less bold, less pointedly argued than Christopher Hill's. Just occasionally one gets lost in the elaborate qualifying remarks and recitals of pros and cons.

R. C. Richardson

Victorian politics at first hand

Disraeli, Derby and the Conservative Party: the political journals of Lord Stanley 1849-69
edited by John R. Vincent
Harvester Press, £18.50
ISBN 0 901759 16 3

Edward Stanley, fifteenth Earl of Derby, lived most of his life at the centre of British politics.

In the 1860s and early 1870s he was widely regarded as a potential Prime Minister, either as a man behind whom a realignment of parties could take place, or as a leader who could bring the Conservatives out of the doldrums. Stanley was so keenly aware of his own limitations that he found such prospects genuinely daunting, but his high reputation with the public as a liberal Conservative remained undiminished. He was Colonial Secretary and twice Foreign Secretary and in 1862 was even spoken of as a possible King of Greece.

His relations with his father, the fourteenth Earl, leader of the Conservatives and three times Prime Minister, were those of a dutiful Victorian son, but politically he kept his distance. Stanley as a young man was an admirer and acolyte of Disraeli. Later their relations were often less intimate, but Disraeli for his part continued to include him in the deference and sense of obligation he felt towards the house of Stanley. Eventually the Eastern Question in the 1870s tore the two men apart: Derby, as he now was, resigned from Beaconsfield's Government in 1878 and joined the Liberal Party in 1880.

There is no biography of Stanley. Most of the other leading Conservative politicians of the mid-nineteenth century have, Disraeli apart, also left hardly a trace. Therefore this edition of Stanley's diary, expertly put together by Professor John Vincent, is a revelation. Stanley was earnest and pedestrian: Lord Henry Lennox, another of Disraeli's young aristocratic protégés, called him a "Young Morosa" and Disraeli himself used in the habit of taxing him with lack of imagination. Yet these journals are never dull and combine careful regard for truth with many a vivid turn of phrase. Descriptions of personalities are often very telling and perceptive. Thus on Sir Robert Inglis, the High Tory member for Oxford University:

> His language was usually wild, his sentiments always intolerant, his piety may have been, and I dare say was, sincere, but it did not show itself in ascetic practices. Sir Robert drank like a country gentleman of the old school, and except when expecting to be called upon for a speech, passed the latter part of the evening in a half-drunken sleep. I am bound to say I never saw him intoxicated, but neither did I ever see him, with the above-named exception, thoroughly sober at night.

In 1851 Stanley records a remarkable conversation in which Disraeli talked to me with great apparent earnestness on the subject of restoring the Jews to their own land . . . a measure would be forthcoming: the Rothschilds and leading Hebrew capitalists would all help: the Turkish empire was falling into ruin: the Turkish Government would do anything for money: all that was necessary was to establish colonies, with rights over the soil, and security from ill treatment. The question of nationality might wait until these had taken hold.

But beyond personalities, this diary shows vividly how uncertain and open the answers were to many crucial political questions of this period. It thus gives support to the work of many modern historians and further demolishes the traditional historical stereotypes. Nothing was less inevitable, for example, than the rise to the Liberal leadership of Palmerston and after him of Gladstone, nor was it a foregone conclusion that protection should never return after 1846.

As a political commentary this journal is at its best for the period 1849 to 1855, in spite of the fact that Stanley apparently rewrote it in that year and destroyed the original version. He added some *ex post facto* comments which are of considerable interest. Thereafter his entries, although left as they were written at the time, are less systematic and analytical. Nevertheless the diary as a whole (and the years 1869 to 1893 are to be published in a second volume) is a remarkable document of aristocratic government. How tight an elite it was that ruled Britain, yet for all its confidence and splendour highly conscious of the precarious nature of its position. Stanley reports Sir James Graham as saying in 1851, "that he had hitherto hoped to die under a monarchy; but now feared to outlive the throne" and that the result of a protectionist Government must be civil war. Stanley himself becomes increasingly liberal after the Crimean War and devotes much serious effort to schemes of reform in education, health and administration. But it is change from above that he is seeking and anything that might endanger aristocratic government alarms him. In the 1860s the diary abounds with reports and rumours about the Queen, her difficulties in transacting public business, her exaggerated view of the royal prerogative, her relations with John Brown. Just as Disraeli warned Dean Stanley, "no dogma, no dean", so Lord Stanley feared that without a Queen there would be no barons.

One's only regret about this book is that at £18.50 few will be able to afford it.

E. J. Feuchtwanger

Dawson and Archon are jointly publishing a series of "Critical Bibliographies in Modern History" on periods commonly taught in schools, colleges and universities, aiming to give a comprehensive selection of and commentary on the published works available. *Nineteenth-Century Britain 1815-1914* by David Nicholls is the first title in the series and is organized around broad subject headings with brief comments on each group of titles selected.

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DENT

BOOKS

Early asceticism

Ascetics, Authority, and the Church in the Age of Jerome and Cassian
by Philip Rousseau
Oxford University Press, £9.50
ISBN 0 19 821870 2

Dr Rousseau, senior lecturer in history at the University of Auckland, has written a learned, useful and interesting book. It began as a doctoral thesis, and the name of Peter Brown as supervisor is a guarantee of both scholarly integrity and freshness.

It was, in a way, worked out back-to-front. The author tells us that he began by asking questions about bishops. The life of Augustine by Possidius threw him back on other lives, particularly the life of Martin by Sulpicius. This sent him to a wider inquiry about monasticism in Gaul, which involved a reading of Cassian. This in turn demanded a study of Egyptian monasticism, of earlier Western asceticism, and of Jerome as the link between them. So the thesis (presumably) and the book took shape—part one: "The Desert"; part two: "Western Beginnings"; part three: "Jerome"; part four: "Martin of Tours"; part five: "Cassian".

Dr Rousseau has read widely, as a bibliography of a hundred primary sources, and perhaps 250 secondary sources (though these last might have been almost indefinitely multiplied) demonstrates: this would have been more useful had it been divided between the several parts, so that one could, for example, readily identify the works referring to the Desert Fathers. He has considerable skill in manipulating large areas of complex evidence: his analysis and use of *Apophthegmata Patrum* (sayings of the Fathers) is a good example. Sometimes he takes too much for granted: Cassian's writings, for instance, are cited before they are analysed, and characters from them crop up without explanation; it is alarming to be confronted with Isaac, when the only Isaac indexed is a different person.

But in general what Dr Rousseau gives us is solid and judicious. What is less satisfactory is what he omits. There are surprisingly few scriptural quotations; yet surely we need to know something of the basis in scripture for attitudes to both asceticism and authority. There is not much indication of the extent of asceticism either in East or West outside the monastic groups; clearly before the time of Antony asceticism found different forms of expression; what were they, and did they continue?

Dr Rousseau makes a good case for his view that the distinction between eremite and cœnobite has been exaggerated, and that the eremitic tradition involved a concept of community. But what of the pillar-saints, whom he does not mention? And what of Basil's reforms, which are mentioned only incidentally? Above all, what was happening earlier in the West? One certain fact about the great Pelagius is that he was a monk. I am ashamed to say that I once wrote a prize essay on Pelagius without asking under what influence a Briton became a monk in the fourth century; I am in good company with Dr Rousseau. Pelagius is important in other ways, not least because Cassian was a very sane semi-Pelagian: man's freedom and God's power are both facts of experience, to be held in harmony. But the original controversy is not explained and Pelagius, though mentioned occasionally, is not indexed.

The index is indeed unsatisfactory. It is a complex matter, when there are so many minor names, but it is an important one, and there are names like Ammonas and Pelagius and Poemen which occur more than once in the text and are omitted. Check the index, and others like Esaias and Orsisius where the references are incomplete.

Dr Rousseau writes well: I like the description of *Apophthegmata* as a galley of monastic icons, and the summary of Cassian: "The only foes are power and property." He also quotes effectively: for example from Cassian, that a man "is not far from attaining knowledge when he has begun to realize what it is he does not know".

The book, excellently printed and produced, is in every way a pleasure to read. This is not a definitive work, but it deepens our understanding.

John Ferguson

Paris cults

Miracles, Convulsions, and Ecclesiastical Politics in Early Eighteenth-Century Paris
by B. Robert Kreiser
Princeton University Press, £18.40
ISBN 0 691 05262 X

The contrast between the austere grandeur of Port-Royal and the arid "political" Jansenism of the eighteenth century once prompted Sainte-Beuve to remark that not for all the gold in the world and all the promises of heaven would he pursue his subject into an epoch which seemed characterized by religious bigotry and fanaticism. Most subsequent historians have been content to follow his lead. The controversy occasioned by the papal constitution or bull *Unigenitus* has been interpreted narrowly as a purely secular struggle while the contemporaneous movement of popular piety, known loosely as convulsionism, has either been ignored or dismissed as an irrelevance.

In a work of impressive scholarship Robert Kreiser invites us to take a fresh look at ecclesiastical politics in the period spanning the later years of Louis XIV and the ascendancy of Fleury. Several chapters narrate the complex history of the *Unigenitus* quarrel from the promulgation of the bull in 1713 until the truce of the 1740s. The familiar episodes—the celebrated appeal to a future general council of 1717, the pronouncements of the Council of Embrun and the uproar caused by the royal endorsement of the bull as the law of the realm in March 1730—emerge once more as important milestones in the struggle. But the author's wide reading of manuscript sources elicits a wealth of new information as well. The chief protagonists assume a more substantial appearance in this study. The plight of Noailles and Vintimille—two very different incumbents of the Paris archiepiscopal seat—is sympathetically and minutely observed; the role of Hérault, lieutenant-general of police, is illuminated tellingly; even Fleury earns respect as a politician of acumen if not quite statesmanship.

In a sense, of course, the struggle was about power and its distribution within the absolute state. This Kreiser freely concedes. Indeed, he takes the argument a step further and demonstrates how the long-running confrontation of Gallican and ultramontane pretensions brought to a head other issues originally not in question. The challenge of the lower clergy to the ecclesiastical hierarchy is a case in point. By 1731 rebellious parish priests had made the diocese of Paris ungovernable and Fleury was obliged to countenance further encroachments upon the spiritual domain. The high politics of the bull's acceptance or rejection having shifted to the cemetery of Saint-Médard where the body of a popular Jansenist priest, François de Pâris, lay buried.

Much of the latter part of Kreiser's study is devoted to the luxuriant growth of the Pâris cult. He traces its evolution through miraculous, convulsionary and millenarian phases emphasizing two propositions: that convulsionism was a linear development of the Jansenist tradition and that the Jansenist group within the *parlement* of Paris adopted the cult as a tactical manœuvre in its campaign against the bull. There is some evidence to support the former contention but rather more, perhaps, which argues the contrary. As for the latter, it has been suggested before but never explored in depth. Close analysis of the ephemeral literature of theological debate enables the author to chart the contours of the *parlementaire* stance with some precision. Miracles could be exploited as indicators of true doctrine from false but the political advantage to be gained from supporting the later sectaries moved apparent and the magistrates moved swiftly to repudiate their unbridled activities.

This study brings much new material to light, and if the accepted outline of the controversy emerges reaffirmed, it nevertheless enhances our understanding of the issues in several important respects.

P. M. Jones

Made in England

Anglo-Castilian Trade in the Later Middle Ages
by Wendy R. Childs
Manchester University Press, £11.95
ISBN 0 8476 6071 0

Trade between England and Castile grew in the later Middle Ages in spite of serious difficulties. The political relations between the two countries were frequently disturbed and Western Europe in general suffered prolonged depression for much of the fifteenth century. Moreover both were large exporters of wool.

Nevertheless, as Dr Childs shows, Castile became in this period a major market for English cloth. In some years of the late fourteenth century Iberia as a whole (of which Castile was by far the greater part in this respect) was probably already taking as much as 10 per cent of England's cloth exports, [illegible] for 15 to 20 per cent.

At first supplying only a few types of top-quality cloths, exporters during the period concerned (1250-1485) greatly diversified their range, and one of the author's numerous and important discoveries is that most of them were sent out expertly dyed and finished ready for the tailor. For example Bristol cloths bought by the Navarrese royal household displayed a brilliant variety of colour. Whatever may be thought of dyeing and finishing in late-Tudor England (and Dr Childs offers good reason to suspect the current view as exaggerated), those trades were certainly in excellent form in the fifteenth century. Those were luxury products provided for the wealthy and, at most, the well-to-do, though probably these constituted an expanding market. The English success in exploiting it was partly due to the contemporary difficulties of their main rivals, the Flemings, partly to the absence of effective competition or protection in Castile itself, and partly to the ease and convenience of maritime communication.

Other English exports to Spain included tin, lead and occasionally corn, but all these were economically insignificant in comparison with cloth, which was exchange for a considerable variety of commodities, notably iron from the north, oil from the south, and wines from both—Biscay and Andalusia being largely distinct trading areas.

In the handling of this substantial exchange the main participants were Castilians, Englishmen and Italians. Possibly Spanish merchantmen bore the largest share most of the time, and most of these were Basque vessels. The English for their part—from London, Bristol, Devon and Cornwall chiefly—were active as merchants and shippers in all the Castilian ports. This was a fairly small-scale but settled trade, in which the roles of shipowners, factors, masters, family firms, partnerships and credit seem familiar enough from a late sixteenth-century viewpoint. The use of large vessels, often of 200 to 400 tons or more was unfamiliar, but smaller and more efficient craft were coming into their own before the end of the period.

Anglo-Castilian commerce is difficult to analyse and describe, partly because it was necessarily connected, even confused, with a wider network of international exchange, and partly because the sources of information are incomplete and more or less unreliable. Dr Childs must be warmly congratulated on researching the subject so effectively from both ends, bringing together the Spanish and English evidence in a most illuminating way. This study will certainly hold a worthy place alongside the classic accounts of English overseas trade in the late-medieval era.

K. R. Andrews

BOOKS

People without politics

[illegible] Reform in England, 1780-1880
by John Roach
Longford, £12.50
ISBN 0 7134 1393 X

[illegible]sh social history has travelled a [illegible] road since G. M. Trevelyan [illegible]ote (in 1941) that "social history [illegible]ght be defined negatively as the [illegible]story of a people with the politics [illegible]ted out." He did, however, go on to [illegible]xplain that "without social history, [illegible]olitical history is barren and political history is unintelligible" and [illegible]t "it also has its own positive [illegible]ope and peculiar concern".

The International Review of Social History, Past and Present, The Economic History Review, the [illegible]ournal of the Labour History [illegible]roup, the *Journal* of the Scottish [illegible]abour History Society, Professor [illegible]erald Perkin's British Social History Society and a vast output (or [illegible]rickle) of monographs, articles and [illegible]heses, and doctors, dissertations [illegible]ave revolutionized the social history scene in recent years. But [illegible]here has not been entirely "progress" (in the best sense of the [illegible]word). Not all "workshops" and [illegible]studies have been free of partisan [illegible]balance.

Social history has, indeed, developed its own jargon and its own [illegible]techniques of research. As the [illegible]econometric pioneers of the "new economic history" sported algebraic [illegible]equations to illustrate "model-[illegible]building" historical "ifs" (to my [illegible]mind, Sir Charles Petrie's speculation of 1926 on what might have occurred if Charles Edward had [illegible]succeeded forward from Derby in [illegible]December 1745 is more interesting [illegible]than guesswork about what might [illegible]have happened if American railways [illegible]had not been built), other people moved [illegible]into the historical field.

"Historical geographers" appeared on the scene. "Political behaviourists" emerged from new departments of politics, to apply new criteria to historical problems. [illegible]Sociologists introduced hitherto unknown definitions and phrases [illegible]likely to many orthodox historians. [illegible]Even psychologists and applied [illegible]scientists "got in on the act". The consequences have not always been [illegible]very happy for committed historians, [illegible]trained in traditional ways. Indeed, [illegible]it has sometimes appeared that [illegible]practitioners of any other craft felt able to take over Clio while reserving monopoly powers over their own Muses.

John Roach, professor of education in the University of Sheffield, has now produced a volume of social history which will interest historians of older schools. He does not see history through the tinted spectacles of non-historians. In only 228 pages of text (followed by detailed footnote references), he attempts to survey the course of English social reform in the century from 1780. To my mind, he performs the job in a highly competent fashion. Here is a straightforward, non-partisan survey, readably bereft of other disciplines' mumbo-jumbo, which so often afflicts similar studies.

Inevitably, one is tempted to compare Professor Roach's volume with another Sheffield work, Professor Maurice Bruce's *The Coming of the Welfare State* (published by the same house in 1961) or with Professor Perkin's book on *The Origins of Modern English Society, 1780-1880* (1969). But in neither case would the comparison be entirely fair, for Roach is mainly concerned with the development of policy rather than agitation.

Roach, it must be said, does not teach us anything very new. He modestly claims to base his book primarily upon parliamentary papers, but he has also read extensively among modern secondary authorities. He has not, it seems, investigated any manuscript collections. His *forte* rests in the realm of theory and ideals and policies.

The fundamental strength of this book lies in its synthesis of ideas about and accounts of the long-drawn battle between those who (however hesitantly and reluctantly) sought to change society, or parts of it, through increased state action and those who sought to maintain a voluntaryist, liberal, laisser faire individualism. Professor Roach covers a huge field—public health, poverty, Utilitarianism, crime and punishment, industrial reform (on which he is least satisfying), individual philanthropy, social self-help, religion, education, housing, transport, trade unionism and so on. Of course, he is not equally pleasing on all subjects, particularly as he includes brief summaries of the attitudes and philosophies of such different personalities as Ricardo, Malthus, Bentham, Chadwick, Owen, the Mills, Simon, Josephine Butler, Octavia Hill, Matthew Arnold, Bagehot, T. H. Green, FitzJames Stephen, Shaftesbury, Smiles and a host of provincial enthusiasts for assorted causes—like municipal reformers in Birmingham or Manchester and Sheffield's astonishing musician Sir Henry Coward, or Bradford's educational reformers, W. E. Forster and Edward Miall, and East London's Anglican slum-priests.

Undoubtedly, some issues are given rather short treatments, because of the wide range of topics included in this volume. Not all students of particular areas in such a volume will think that their own specialisms are dealt with satisfactorily. There are a few printing errors: sometimes one feels sure that a word has been accidentally omitted, and (on page 161) when writing of foreign industrial competition and the rise of socialism Roach must refer to 1880 (and not 1780).

These, however, are minor points. As a readable, recondite and broadly based survey of many aspects of social development, Roach's book will be invaluable to many students. The author has a fine eye for the appropriate and apposite quotation in his myriad of Royal Commission and other official reports. Take the account of housing conditions in one area of Sheffield in 1877:

> The population density was 182 per acre, rising in one sub-district to 261. There was one privy to 11.8 persons and 2.8 houses, and one privy in four was in an offensive condition. Well over two-thirds of the houses had no back doors and almost two-thirds no back windows.
>
> Most of the cellars were damp, and although they were not inhabited, they were used for keeping foodstuffs and livestock. In addition to its 23,261 persons, the area contained 112 horses, 60 cows, 12 asses, 211 pigs, 336 dogs and 844 heads of poultry. Despite the pressure by the public and the Local Government Board, the report was not followed by any action.

Such were the conditions of our grandparents only a century ago. It was one of their many achievements that they attempted to reform such disgraces. And it is one of Professor Roach's triumphs to explain and analyse the causes of and changes in such conditions.

J. T. Ward

The stigma of the workhouse

[illegible]old Change and the Development [illegible]he Nursing Profession: a study [illegible]he Poor Law nursing service [illegible]1838
by Rosemary White
Percy Kimpton, £6.80
ISBN 0 85313 800 1

[illegible]e thirtieth anniversary of the [illegible]ational Health Service has been [illegible]occasion for the publication of [illegible]number of historical surveys and [illegible]perspectives and the publisher [illegible]his extravagant claims for this [illegible]book it is suggested that this is a [illegible]unique study of social history", [illegible]showing how the health service [illegible]got. Rosemary White would [illegible]not be embarrassed at these [illegible]claims. Recently, she has written [illegible]a number of interesting articles [illegible]on history of nursing and in this [illegible]book based on an MSc thesis, she [illegible]sets out to provide a full history. [illegible]The secondary title indicates, [illegible]more accurately this is a history of [illegible]Poor Law nursing service from [illegible]1838 to 1948, not a history of nurs[illegible]ing as a whole. Thus, Rosemary [illegible]Dock's intention is to write a com[illegible]plementary study to the standard [illegible]work by Brian Abel-Smith's *A History of the Nursing Profession*.

[illegible]However, this book is unlikely to [illegible]please either the professional his[illegible]torian or the sociologist. There is [illegible]little sense of historical perspective [illegible]in this study. Chapters on aspects of [illegible]social change are inserted at ran[illegible]dom intervals but they are merely [illegible]discussions of social and legislative [illegible]background of medical innovation. [illegible]Linkages with the development [illegible]of Poor Law nursing are inade[illegible]quately explained. The history of [illegible]nursing itself is dealt with in purely [illegible]chronological terms. It is here that [illegible]the reader will be dissatisfied.

No themes are pursued nor is any use made of the contemporary literature in medical sociology or in professionalization and occupational development. It is only in the final chapter that many of the real questions about the development of Poor Law nursing are considered. Questions about status, the changing economic and social position of women, the development of the medical profession and of its constituent membership; as well as questions about control and examinations and of the important relationships with nurses in the voluntary hospitals.

In spite of these limitations, what are the achievements of this study? It demonstrates the development of Poor Law nursing, pointing out that the nurses had to contend with inferior status, had to look after dying and incurable patients, and had to bear the brunt of medical care for the sick poor in this country. The voluntary hospitals and their nurses enjoyed higher status, cared for potentially curable patients, and advanced more rapidly the development of the nursing profession. It is clear that the stigma of pauperization and of admittance to the workhouse was to remain long after the removal of legal disqualification in 1885 for those undergoing treatment in a Poor Law institution. Yet, by the end of the nineteenth century, the general populace were beginning to realize the value of hospitals, both voluntary and Poor Law.

In London the Metropolitan Asylums Board was to be of prime importance in the provision of health care through the Poor Law institutions. However, this was to highlight the problematic status of the Poor Law nurses who could not gain the fully certificated position of the voluntary hospital nurses. There were to be two distinct levels of nursing and this was to be further emphasized by the movement for midwife registration. The Central Midwives Board, established in 1902, was to be extremely illusory in recognizing the Poor Law institutions as suitable training establishments despite their provision for large numbers of maternity cases.

In Rosemary White's words: "The Poor Law nurses formed an alternative group of nurses who stayed with the paupers (not voluntarily) and incurables and cared for them in spite of the pressures of an advancing society". She argues that,

> in the end, it was social developments that had the greatest effect on the development of the Poor Law nursing service. At first the philanthropists shaped the service, subsequently the movement of social reform and the rising voice of the lower classes forced the development of the service and, at the last, public demands to break up the Poor Law resulted in the 1929 Local Government Act and the municipalization of the Poor Law infirmaries and their nurses. It was a persisting demand for the abolition of the Poor Law, a new phase of social reform and the continuing financial inviability of the voluntary hospitals that finally resulted in the National Health Service, the nationalization of hospitals and the ultimate absorption of the residual Poor Law nurses.

These statements may well be true but this study, apart from the final chapter, lacks the analysis to support them. However, the book will be useful for those who wish to gain some knowledge of the background to one aspect of the nursing service.

John Woodward

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BOOKS

Extending the parliamentary franchise

Electoral Reform in War and Peace, 1906-18
by Martin Pugh
Routledge & Kegan Paul, £6.50.
ISBN 0 7100 8792 6

Interest in the last of the great extensions of the parliamentary franchise during the First World War has been growing for 15 years or so in tandem with a developing concern to explain the Conservative predominance in British politics between the wars. Yet there has been no thorough examination of the germination and political context of the 1918 Act, nor a clear exposition of why a major feat of electoral engineering was thought necessary in the middle of a European crisis. Both problems are brought into focus by Dr Pugh in a book which is in parts highly informative if inevitably unexciting.

That the franchise could not forever be held at the level established in 1884 was commonly realized among most Edwardian politicians but discussion of how to alter it tended to be put beyond caution by the grinding of their axes. The Liberal government saw both advantage and disadvantage in the prospect of manhood suffrage, granted the presence of a new Labour party; and many Liberals saw marked disadvantages in creating a female electorate which would be Conservative if restricted by age and property qualifications and unreachable or proto-Labour if it were not.

As *soi disant* manifestations of working-class politics, on the other hand, Labour strategists were exercized by the puzzle of preventing "swindles" such as proportional representation which in the long run might militate against the manufacture of cast-iron "seats".

But the most interesting reaction was the Conservative one. By 1916 a section of the party was actually pressing for reform. Conservatives had learned from 1867 that reform was a question of terms and from 1884 that redistribution was a matter of secret bargaining. The troops were waiting to be enfranchized so that, the hope ran, they could express their patriotism through the ballot-box; the women could provide substantial reinforcement if carefully chosen; even proportional representation—a useful device for blocking extremism—could be offered as a *quid pro quo* for keeping plural voting. The only blot was the alternative vote system which must be resisted at all costs since it would enable the vast Liberal and Labour electorates to hold hands in three-cornered fights.

All these intricacies and more are traced by Pugh as a theme in high-level political dialogue. What the story strongly suggests is that previous commentators have placed insufficient emphasis on the reform milieu when presenting accounts of the politics of the war.

The trouble with a dull subject, of course, is that it eventually bores its narrator and it may be that an urge to brighten his readers' lives has led Pugh to widen his area of interest in ways that detract from it. The chariety and balance that characterize his discussion of the politics of reform are strangely lacking elsewhere. The problem, however, is less one of language than of historical judgment. Two such judgments have been announced in learned journals before the publication of the book and neither seem to have improved with keeping.

Pugh insists that the critical years in the gaining of female suffrage were the prewar ones and that the war did not produce marked changes of attitude which led directly to giving women the vote: indeed the war may even have encouraged the women to accept less than they would have done earlier. If Marwick was harsh in dismissing the argument as "absurd", the work of Rowen, Marwick and Harrison leaves it highly vulnerable.

Then there is the novel explanation for Asquith's decision to form a coalition with the Conservatives in 1915—that he wished to avoid the election due before December 1915 and could not have extended the life of the Parliament without Conservative support. This appears to underestimate Asquith's resources as national leader at a moment of national crisis and to inflate the significance of the theme Pugh is following. The temptation to reinterpret tracts of political history as functions of the election/reform theme is allowed so much rein that the Speaker's Conference becomes the saviour of Asquith's government and the 1918 Act, in the provisions of which the Prime Minister had shown virtually no interest, Lloyd George's only Liberal achievement.

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For all that, political historians will read Pugh's study for its important material about 1916-17 and be grateful to him for his diligent presentation of an often technical subject. They will be not a bit pleased with his publishers for presenting the hard work of a professional scholar in so despicable a form.

Michael Bentley

Anti-suffragettes

Separate Spheres : the opposition to women's suffrage in Britain
by Brian Harrison
Croom Helm, £9.95
ISBN 0 85664 689 X

Perhaps Brian Harrison's greatest contribution with this book is to rescue the anti-suffragettes from the dustbins of history into which, like most other opponents of past social change, they have frequently, and often contemptuously, been thrown.

In his stimulating "apologia" Harrison argues that the nature and timing of social change in Britain has been influenced as much by its opponents as by its supporters and that the "antis", while usually unexciting and unattractive to the historian, are therefore worthy of historical study in their own right. Thereafter, he dissects the anti-suffrage movement in Britain, its arguments, personnel, leadership, institutions and tactics, and in the process provides a valuable corrective to that blinkered view of feminist history which sees the militant suffragettes as the successful vanguard of twentieth-century female liberation.

In places the actual process of dissection is a little too clinical for the reader's enjoyment; instead of being led on into an argument he is too frequently and too obviously directed by phrases of the "there are six reasons for" type. Elsewhere, the professional hand may move a little too smoothly and swiftly. The famous anti-suffrage letter written by Ailmroth Wright to *The Times* in 1908 is discussed extensively but never quoted. There are some half uncovered hints of connexions between anti-suffragism and anti-socialism but at no point does the author pause to consider anti-suffragism as part of the wider reaction to the various social pressures threatening, as some historians believe, the essential stability of Edwardian Britain.

Yet these generally small blemishes should not be permitted to detract from Harrison's real achievement in presenting a sympathetic but critical picture of a movement that was to all intents and purposes winning the battle against the suffragettes quite easily until the outbreak of the First World War. For all that the suffragettes were able to attract attention by their militant activities Parliament showed no sign of conceding their demands, and such indicators of public opinion as exist for Edwardian period seem to suggest that it tended to favour the "antis". At root, there was a widespread popular conviction that men and women were fundamentally different and it is only with hindsight that many of the arguments used by Mrs Pankhurst's opponents appear so unrealistic.

Indeed, Harrison's book makes the reader acutely aware of the dangers of importing contemporary attitudes and knowledge into historical situations. For example, the difference between the sexes' physical strengths was of greater significance to the Edwardian economy, which was more dependent than our own upon pure muscle power. Much of the mythology surrounding menstruation has only been debunked in the light of research undertaken since 1918. Further, the belief that men and women were ordained to operate in separate spheres carried even more conviction for an Edwardian because it was sanctioned by the teaching of the church and the force of chivalric tradition, both of which have since lost much of their influence. Paradoxically, however, in seeking to organize and articulate this deeply rooted antipathy to political equality for women, the anti-suffragists indirectly contributed to the success of the very cause they were trying to defeat. Opposing the suffragettes merely supplemented the publicity which they were themselves seeking to attract. There was too, as Harrison shows, the added irony that every effective woman speaker put up by the National League for Opposing Woman Suffrage was a living rebuttal of the argument that women were unfit to participate in the political process.

What really ensured the suffragettes' final success, however, was not really political campaigning as all but, as Harrison argues, the effects of the First World War which fragmented the opposition, ended their own violence, broke down much of the emotional resistance and created political alignments that were more favourably disposed towards the extension of the franchise. What really ensures the success of this splendid book is that ultimately it fully vindicates the author's contention that conservatism in British society is a necessary and worthwhile subject for historical inquiry.

Kenneth D. Brown

Getting on

The Autobiography of a Beggar
by James Dawson Burn
edited with an introduction by David Vincent
Europa Publications £8.50
ISBN 0 905118 26 X

The middle decades of the nineteenth century produced a number of autobiographies by working men and students of British labour during the industrial revolution long looked to Samuel Smiles, Alexander Somerville, William Lovett, and Thomas Cooper for examples of the dry-as-dust vicissitudes faced by ordinary people and for an appreciation of the ways in which intelligence can be taught men interpreted their world and tried to improve their lot. In addition to this invaluable group of writings, the republication of James Dawson Burn's remarkable *Autobiography* (1855) alone makes a years of neglect is very welcome.

Born the illegitimate son of a pedlar/beggar-woman about 1805, Burn started life at the very bottom of the social ladder in the notorious and backward Anglo-Scottish borders. Looking back on his unpromising origins 50 years later from a precarious perch among the urban lower-middle class, Burn not surprisingly obsessed with change and "progress", both in society at large and in his own fortunes. Although conscious of his limited achievements—which by true Victorian fashion he tended to a combination of fate and character—Burn none the less felt that he had "got on".

A belated apprenticeship to a tinting not only established him as a member of a well-organized artisan group but also provided the opportunity to acquire book-learning which brought him into contact with the radical and trade-union movements. During the 1830s and 1840s he followed a variety of callings in Glasgow, much of his time and energy was devoted to political organizations. Heavily involved in the Reform Bill agitation, he later broke with the Chartists and reformed his enthusiasms in the Friendly Society movement, only to abandon this suddenly and precipitously when he had reached a position of national eminence as the Manchester Order of Oddfellows. Burn spent the last years before writing his *Autobiography* in a succession of white-collar jobs, trying to find that selling subscriptions to magazines, compiling directories and collecting debts were almost as insecure and nomadic as the tinting and hawking of his boyhood.

What broader conclusions can be drawn from this fascinating life story? No doubt few in the late nineteenth century can have experienced such a materially and emotionally impoverished childhood, and few can have been so geographically mobile. But how many men shared Burn's repeated and disillusioning experience of failure as they tried self-help in that "free" labour market so beloved of some economists? Or what of his changing attitude to the radical movements—was the pattern of agitation/activism followed by disillusion/indifference frequent or uncommon in the Chartist age?

We cannot be sure; but the calmer political atmosphere of the 1850s and the 1860s becomes more comprehensible if we can assume that the cumulative experiences of the changing perceptions of James Burn were shared by many of his generation.

In spite of the autobiography's stilted moralizing conclusion, one interested in nineteenth-century Britain will enjoy meeting the acquaintance of James Burn, and will be grateful to David Vincent for his sympathetic introduction although one may occasionally regret that some of the more obscure allusions remain unexplained. Burn deserves his place among that select band whose first-hand accounts can still entertain and enlighten us, for contemporary antidote to the bold generalizations about class-conflict and class-consciousness which litter many textbooks.

Duncan Byth

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BOOKS

'True' history

Pasts and Futures or, What is History For?
by Jean Chesneaux
Thames & Hudson, £4.95
ISBN 0 500 25062 6

This book is both an academic critique and a political tract. Pace the dust cover, Professor Jean Chesneaux, historian of Vietnam and China, never "played the game according to" the Establishment's rules, nor was he ever a party hack in spite of his 21 years' membership of the French Communist Party. But since 1968 he has become even more dissatisfied with the history profession and with orthodox Marxism. He is angry with Western "liberal" historians, who, he claims, are far too interested in their own careers, in narrow specialization, in publishing "non-books" (rehashed versions of their previous research or collections of articles available elsewhere), and in trying to become television dons or editors of glossy historical paperbacks.

Chesneaux is equally angry with the "orthodox" Marxist historians, whether they happen to be Russians, Frenchmen or Japanese. These "orthodox" Marxists distort history by oversimplification, basing all their analysis on Marxist concepts of production, class struggle, and the decisive role of the economic factor. Marx, we are told, was not a "Marxist historian" in the sense in which that phrase is used today: he was far too knowledgeable an historian and sophisticated an analyst to try to slot every historical development into his own scheme. Like Engels, Rosa Luxemburg, Gramsci and Mao Tse-tung, Marx emphasized that class conflict (based on the struggle to control the means of production) was the key underlying factor in human history, but he did not attempt to suppress the fact that people are also influenced by religion, nationalism, *and their sense of* cultural identity. In contrast, the historians of the Soviet Academy of Sciences, appointed by the ultra-conservative Stalinist bureaucracy, produce solid, universalist, "pure" class-conflict versions of history which ignore the cultural, religious and ethnic differences which Marx and the "true" Marxists never attempted to sweep under the carpet.

Chesneaux calls for a return to "true Marxism" on the part of historians. He dogmatically asserts (as did Marx) that history and politics are irrevocably intertwined, and that history has no value except in so far as it can help us to understand and change the present. The "new history" must be written within the *framework* of Marxist analysis, but it must accept that traditional Marxism needs redefining in the context of the social circumstances of the late twentieth century. Marx, for example, believed that natural resources were infinite, and that once properly exploited under socialism there would be plenty for all, but Chesneaux claims that if Marx were alive today, his "eighteenth-century Enlightenment optimism" would undoubtedly have to be modified.

The underlying theme, then, of the book is that Marx was right, but that his thought needs constant updating and revision. In the context of historical studies, this entails a new approach to history, which should above all be a study of working-class and grass-roots movements; and typically Chesneaux tells us that such history can only be written by "popular" historians like historians of Communist China; only Malagasny peasant historians will be able to write a "true" history of the revolt against the French in 1947). It is here that Chesneaux is on his weakest ground; his assertion that proletarian history (because written by a class which has no one to exploit) will be "true history" is a statement of faith, not an objective historical judgment.

As Geoffroy Barraclough says in his foreword, "If Clio is a whore, she may also be a proletarian whore ... they exist". Chesneaux assumes that they do, but I for one remain unconvinced.

R. E. M. Irving

Equal rights

The Pursuit of Equality in American History
by J. R. Pole
University of California Press, £8.95
ISBN 0 520 03286 1

For Europeans visiting the United States, even in times like the Jacksonian period when contemporaries felt threatened by rapid economic change, the most persistently striking features of the new Republic were an unprecedented material well-being and mutual respect for each other's worth among its citizens, and a "spirit of social equality" not to be found in the old countries of Europe. European commentators naturally exaggerated these characteristics, either from admiration or contempt for what they saw, and were often ill-equipped, owing to the shortness of their acquaintance with the United States or their limited powers of penetration, to pass such judgments.

Whatever their deficiencies their views contributed to an enduring portrait of a land in which, as Tocqueville observed, men were "born equal" and had therefore escaped the rigours of "a democratic revolution", a land in which old inhabitants and immigrants alike could meet on equal terms and hope to prosper. The Americans themselves, usually resentful of outside comment, were happy to accept this verdict on their society which supported their own belief that abundant resources had created the prospect of equal economic opportunity, while the Declaration of Independence, the Constitution and the Bill of Rights had improved on it by guaranteeing equality before the law.

From the first, however, equality of opportunity was jeopardized by the reckless exploitation of material riches, a process which the initially limited governments of the United States were not able, inclined, or expected to control. With the change in the religious composition of the population and the expectations of women and minority groups, the definition of equality changed so that now, to the dismay of those citizens who have traditionally looked to the past for guidance about the nature of their rights, demands for equality of results have been vigorously pressed and underlined in politics and the courts. This has resulted in the unpalatable paradox of discrimination to end discrimination, in the unpalatable possibility of transferring egalitarianism, though so far with uncertain success, from the political and legal to the social and economic realms. In particular, pressure group impatience with victories which have improved the opportunities of the individual, and not those of the injured group as a whole, has posed a serious challenge to the courts in a society respectful of law and prone to litigation, but historically opposed to class legislation and governed by a Constitution which must and does protect the individual.

In his profound and humane new study of the pursuit of equality in American history, Dr J. R. Pole has charted the changing definitions of equality from the eighteenth century to the present, the social and intellectual forces which have shaped it, and the role of the Supreme Court especially in this constant process of redefinition and protection. Such an emphasis is obviously appropriate, despite the variety of courts, political bodies and practice involved in a federal system of government, because of the paramount authority enjoyed by the federal Constitution and its most important interpreter. It is also highly desirable, as many of the judgments analysed here are both complex and less well known than they should be; and enjoyable, for Pole excels in exposition, in the clear summary which does not oversimplify, in distilling the essence of legal decisions in language that laymen can appreciate, with a gravity the subject matter demands combined with a feeling for the humour and foibles apparent in his material. There are various rich sections, notably those dealing with the prospects of some "form of protective pluralism" under the Constitution and the tension between

American War of Independence



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BOOKS

A place in the country

Life in the English Country House: a social and architectural history
by Mark Girouard
Yale University Press, £10.00
ISBN 0 300 02273 5

"The architects and builders of country houses", writes Mark Girouard in this published version of his Slade lectures delivered in 1975-76, "were not producing pieces of abstract sculpture, but buildings designed to fit a particular way of life". As that way of life changed, so did the size, shape and function of the English country house.

So much might appear obvious, but it is remarkable how few scholars have ventured beyond the analysis of architectural styles, and the attribution of houses to those who designed and built them, into the terrain with which the book deals. It is, as its author admits, a pioneering work, which seeks to apply a thesis of social determinism to architectural history. The result is not entirely devoid of the crude and jejune generalizations which have marred other attempts to create a social (or sociological) history of art. Yet Mr Girouard writes with ease and wit, and his houses come to life under his careful and illuminating gaze, not least when he discusses the neglected subject of technological and sanitary innovations since the eighteenth century. This is no mere picture book, and it should find its way to the scholar's desk as well as to the coffee-table.

To move from the Middle Ages to the present day in an age of extreme historical specialization is an ambitious undertaking; to do so with consistent skill and finesse would be an outstanding achievement. This book, with its plentiful and helpful illustrations, succeeds best when the author confines himself to examining the purposes which country houses served at a given time; it is rather less convincing on the social and political history of the English aristocracy and gentry who lived in them. To state that, "the formal house flourished [in the late seventeenth and early eighteenth centuries] because it reflected absolute monarchy and the society that went with it" is to run rather close to the dialectical jungles in which Mr Arnold Hauser and others have been ensnared, and to use William of Orange, in the next paragraph, as an example of an absolute ruler is not the happiest choice of evidence.

Form may sometimes be determined by function, but architectural styles, like other artistic styles, can have their own autonomous existence, and can serve to disguise or conceal function (as Mr Girouard brilliantly shows in his descriptions of nineteenth-century castellated water-towers and early twentieth-century garages). Can one really be so sure that Palladian houses were well adapted to English practice (page 160) and did not simply reflect the classical tastes and aspirations of their owners? Was the rusticated lower storey at Nostell Priory or Wentworth Woodhouse, with its external flight of steps for access to the reception rooms on the first floor, really so well suited to the rigours of the Yorkshire climate?

Yet Mr Girouard is too good an architectural historian to be misled by simplistic theories of economic and social determinism. He is concerned to show the ways in which patterns of upper-class life changed from the open hospitality of large later -medieval 'households (which he describes in some detail) to the greater privacy, but considerable "sociability", of their eighteenth and nineteenth-century counterparts. A conflict between the desire for withdrawal—expressed by the movement of lords from hall to chamber in the fourteenth century—and the obligation to entertain—embodied in the arrangement of the public rooms in late eighteenth-century houses—lies at the root of his analysis. This conflict was never fully resolved by the English upper classes. If they were to retain power over other men their houses had to remain to a great extent open. The line which Mr Girouard draws from the late medieval feast to the nineteenth-century political house party is thus largely an unbroken one. His account of medieval household ceremonies is revealing, although he may overstate the case for the court of Richard II as a model for contemporary aristocratic behaviour. The decline of such ceremonies, and the subsequent changes in house plans, are very clearly described, and the reader is treated to a vivid account of the origins of those rituals of upper-class life (the formal circle, the morning call, and the taking of dessert) which replaced them.

Mr Girouard is, like his country houses, very much a product of his age. He is constantly, and rightly, aware of the human and material foundations upon which the English country house was built—a plentiful supply of servants' labour, landed property and (since the eighteenth century) colonial wealth. The first and last of these no longer exist and, with them, the English country house has died. The absolute indispensability of servants to its very existence is underlined by this book. "It can still be a disconcerting experience", writes Mr Girouard, "to push through the baize doors, studded with brass nails, that divided the servants from the family, and pass from carpets, big rooms, light, comfort and air to dark corridors, linoleum and poky rooms, and the ghostly smell of stale cabbage" (page 286). Among his many excellent photographs are some showing servants, suitably scrubbed and dressed for the occasion, in the places where they ministered to their masters' and mistresses' needs.

Unlike most books about country house life, this is an attempt to redress a balance which has perhaps swung a little too far towards family history and the cataloguing of the art treasures which those houses contain.

The hierarchical house, rather than the house, is its subject, and the present function with below-stairs life alone bring it an enormous number of readers. Mr Girouard's accounts of the changing arrangement of servants' quarters, the consequences of the invention of bell-systems in the 1760s and 1770s, and the impact of improved transport and labour-saving devices on the supply of, and demands of, servants are exemplary. He demonstrates the existence of two separate communities within the English country house, living lives largely independent of each other, each with its own rules and rituals. The consequences of this massive social relationship for English class distinctions are spelt out through the book. It is easy to see how that kind of formalized estrangement between the English upper classes and their servants, to which Lord Clark poignantly refers in his autobiography, could develop in such conditions. It is also easy to appreciate the very real material advantages offered by service in a country house. Mr Girouard's book will make his readers aware not only of the relationship between architectural form and social function in such houses, but of its socially divisive part which they have often played in English life.

Whether this will aid the survival or not is hard to say, but we eat our National Trust teas in the kitchens at unoccupied Petworth, surrounded by gleaming copper pans stamped with the Devonshire crest, we will scarcely likely to spare a thought for those who polished them.

Malcolm Y

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BOOKS

The transforming Tsar

Peter the Great
by M. S. Anderson
Thames and Hudson, £6.50
ISBN 0 500 87008 X

Designed to form part of the series 'Men in Office', edited by Professor Ragnhild Hatton, this book is described by its author as a short biography, "which hopes to reach a relatively wide and non-expert public". As the title of its series would suggest, this is essentially an account of Tsar Peter I as ruler. Over half the book is devoted to the Great Northern War of 1700-21, which dramatically reversed the balance of power and prestige between Russia and Sweden, and to the far-reaching internal changes which gained for Peter the title of "Transforming Tsar" (*Tsar 'Preobrazovatel'*).

Starting with an excellent account of Muscovy, state and society, as it was before Peter's accession in 1682, the first four chapters lead chronologically to the end of the Northern War. The next and longest chapter, entitled "A New State and Society?", makes a systematic examination of Peter's internal "transformations". Remaining chapters survey opposition to his policies and the government's response, including the tragic affair of the Tsarevich Alexis, and move finally to a discussion of Peter's personality and an assessment of his "place in history".

This is an extremely well-written study, lucid, balanced, giving a comprehensive picture of its subject, aided by a deft selection of striking detail and quotation. Its source base is broad and, as one would expect from an authority on the European history of the period, there is frequent reference to the wider European dimension, something often missing from studies of this kind, and particularly well done here in the account of the Northern War. The select bibliography is usefully complemented by maps, genealogical and chronological tables, and numerous illustrations.

In the course of his study Professor Anderson takes up all the familiar themes and problems of the historiography of Peter's reign. The paramount importance of the armed forces and the role of war in the causation of Peter's reforms are both well brought out: though one misses the necessary complementary observation that war was itself in large degree an instrument towards the long-term goals, at first only dimly formulated, which all Peter's measures were ultimately intended to serve. The persistent misconception that Peter, with his Table of Ranks opening state service to merit, was an egalitarian, is firmly scotched: he may have been a utilitarian, but was still an instinctive believer in the preeminence of noble birth. The notorious "cultural split" between the Westernizing elite and the traditionalist masses, which is commonly laid to Peter's charge, receives thoughtful attention; while the concluding section addresses the old and important question of how far his work constituted a revolution in Russian state and society.

Throughout the book, Peter's personal role and character are fully illuminated. This is not only the result of the natural perspective of any biographical study; it particularly reflects the extremely personal nature of autocratic power and of Peter's achievement, the fact that, as Professor Anderson remarks, "his work was the outcome of his own essential character". The author very successfully combines the portrayal of a strong and vivid personality with a picture of a ruler seeking by all means and with huge exertion to raise his country to new levels of power, culture and wealth. But it is perhaps this emphasis on the personal element which leads to the omission of any systematic discussion of the autocracy itself, the office and institution which Peter at once occupied and personified. Peter's measures strengthened not only the country, but the autocracy too. Unfortunately, the book in general is not geared to institutional and conceptual analysis, or to theoretical discussion. But in view of recent or current debates on "enlightened despotism" and the nature of absolutism in Russia, some extended generalization would have been welcome, rather than such glimpses and comments as are scattered through the text. The same is true of Russia's place in Europe, in respect of the nature of the post-Petrine polity. How did Russia as Peter left her compare with other absolutist European states? Here the concluding section disappoints, and the European reference noted elsewhere is largely lacking.

But perhaps this is to make demands beyond the scope of a short political biography. In all other respects the book is excellent and it should replace B. H. Sumner's fine but now ageing study which hitherto has remained the best introductory text for English readers.

R. P. Bartlett

Updating Canada

The Pelican History of Canada (revised edition)
by Kenneth McNaught
Allen Lane, £5.50
ISBN 0 7139 1174 3

Kenneth McNaught's *History of Canada* was most welcome when it appeared in 1969 and has given good service. Within its severe limitations—McNaught chose to write a political and economic history sharply focused on the development of central government, making allusion to the Provinces only when necessary and eschewing any reference to social or cultural history—it remains a balanced, reliable, readable and clear introduction to a complex subject.

Such a focus, however means that we sacrifice a lot. The exciting and revealing story of the opening of the West—fur trade, gold rush, North West Mounted Police, railroad construction, pioneer colonies—becomes, rather tamely, "the acquisition of the west" (page 140) and the word "acquisition", though consistent with the views of Sir John Macdonald, confirms my definition of McNaught's sharply angled viewpoint. The author was most successful in the first few chapters and the last where the material suffered least from the attitude adopted. Other reservations persist. The Frederick Jackson Turner frontier theory is a dubious concept to apply to Canadian history and McNaught is clearly uneasy with it (page 60). It is dangerous to invite such a parallel which the newcomer to the subject may well accept uncritically.

Allen Lane have now produced an elegant, hardback edition of the revision of 1976, using the same at times awkwardly corrected plates. They should note that the break between sections four and five of the bibliography comes at the wrong point, that references to Robert Bourassa in the index have been attributed to Bourassa, Henry (*sic*) and that James Richard Cross is called Richard on page 318 and James (the more usual) on page 321.

McNaughts added a dozen pages in 1976 and the disappointment of the present edition is that it is still without comment on the *Parti québécois* victory of November 1976, surely the most surprising and intriguing event of the decade. Do what as it may, the author has dealt very summarily with the job of bringing up to date his 1969 history. He concerns himself in the brief new section with Trudeau's first government (1969-1972), the Quebec elections of April and the *Front de Libération du Québec* crisis of October 1970, and with the problems of the Canadian economy. Even accepting the work's terms of reference, it is astonishing that there is no mention of growing regional inequality, with its attendant unemployment and worsening labour relations, the vociferous self-affirmation of the native peoples, the ecological question and the spectacular boom in Alberta (referred to obliquely, again in relation to a central government decision). And do I detect a hardening of the historical arteries since 1969? The new pages are less balanced, less of a genuine inquiry and McNaught is more obviously committed to the "forces of cohesion" (page 324) in Canadian politics than an historian ought to allow himself to be.

C. R. P. May

The Railway in England and Wales 1830-1914
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Leicester University Press
2 University Road, Leicester LE1 7RB

The yellow peril

The Image of Japan: from feudal isolation to world power, 1850-1905
by Jean-Pierre Lehmann
Allen & Unwin, £7.50
ISBN 0 04 952013 X

More than a decade ago Akira Iriye's *Across the Pacific* led historians of American-East Asian relations from the proscenium of diplomacy into the gusty arena of journalism and public opinion. Regrettably, few European scholars have followed this example in exploring the relations of their own continent with the emerging powers of the Far East. In this light Dr Lehmann's study is a significant first stride in an important new direction.

Within the limits of this brief, popular work the author combines a swift survey of nineteenth-century Japanese history with a varied sampling of contemporary European opinion. Faced with a forbidding volume of serious and ephemeral publications Dr Lehmann follows a thematic approach in re-creating the diverse and inconsistent images which Victorian and Edwardian writers conveyed to educated middle-class readers.

Throughout much of this linked anthology authors are rightly divided into those who were sympathetic or hostile to Japan's innovations. On issues of culture, politics, industry, women or military power there was invariably more than one European prejudice or angle of vision. In a sense this reflects the intellectual diversity and varied itineraries of foreign commentators, but the author might have sketched the subtler elements which shaped opinion. Friends of Japan certainly included disinterested admirers but their comment may have been tinged by a sense of personal obligation. Some Europeans wrote after receiving government help and official hospitality. Already the moulding of foreign opinion had its place among the modern policies of the Meiji government.

In a final climactic chapter, "Yellow Hope—Yellow Peril", the author vividly contrasts the brilliant and murky fantasies engendered by the Russo-Japanese war. To some, Japan's victory was a comet of liberty, to others a harbinger of racial disaster. Neither were wholly justified in their exaggerated expectations, but much serious Victorian writing was a powerful blend of experience and intelligence. The great European chroniclers of nineteenth-century Japan were diplomats, scholars and practitioners of the useful sciences; residents who observed, taught and travelled deep in the hubbub of a changing society. These lonely figures far outrank Kipling, Lord and Japan's fashionable visitors. They set formidable standards for all students of Japanese civilization.

Gordon Daniels

Among this week's reviewers

R. P. Bartlett lectures in Russian studies at Keele University;
Michael Bentley lectures in history at Sheffield University;
Jacques Berthoud is author of 'The Rainbow as Experimental Novel';
Christine Bolt is senior lecturer in history at Kent University;
Kenneth D. Brown lectures in economic and social history at Queen's University, Belfast;
Raymond Dawson is fellow of Wadham College, Oxford, and his most recent book on China, The Chinese Experience, has just been published;
John Fergusson is dean and director of studies in arts for the Open University and author of books on Clement of Alexandria and Pelagius;
E. J. Feuchtwanger is reader in adult studies at Southampton University and his books include Disraeli, Democracy and the Tory Party;
Michael Gibbons is professor of liberal studies in science at Manchester University;
R. E. M. Irving lectures in politics at Edinburgh University and is author of Christian Democracy in France;
R. C. Richardson's most recent book is The Debate on the English Revolution;
Malcolm Vale is fellow of St John's College, Oxford, and author of The Gentleman's Recreations; accomplishments and pastimes of the English gentleman 1580-1630;
J. T. Ward is professor of modern history at Strathclyde University.

The Civilizing Process
Volume 1
Norbert Elias
"At last we have an English translation of the first volume of what many have considered a great, though long unrecognized classic of twentieth century sociology . . . *The Civilizing Process*, with its discussion of the subtle and changing relationship between social constraint and self-control, between social structure and personality structure, serves as a model of Elias's alternative 'figurational sociology'. It ought to receive serious attention from sociologists and historians, and to stimulate research in the same spirit." Stephen Mennell, *THES* *£8.50*

Panorama of the 19th Century
Dolf Sternberger
"These elegant, dense and provocative essays . . . afford a synthesising overview of 19th century European life and thought." *Publisher's Weekly* *£10.00*
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Joseph Vogt *£3.50*

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An Introduction
Philip Whitting *£2.95*

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NOTICE BOARD

Chairs

Professor A. E. Bender, professor of nutrition at Queen Elizabeth College, has been appointed to the chair of nutrition and dietetics at that college.

Dr A. Garner, reader in experimental pathology at the Institute of Ophthalmology, has been appointed to the chair of pathology at the institute.

Dr J. C. Gunn, senior lecturer in forensic psychiatry at the Institute of Psychiatry, has been appointed to the chair of forensic psychiatry at the institute.

The Reverend S. G. Hall, senior lecturer in theology at the University of Nottingham, has been appointed to the chair of ecclesiastical history at King's College.

Mr P. H. Millard, senior lecturer in geriatric medicine at St George's Hospital Medical School and director of the Geriatric Teaching and Research Unit, has been appointed to the Eleanor Peel chair of geriatric medicine at the school.

Professor Alison McDonald, of McGill University, has been appointed to the chair of epidemiology and preventive medicine at St Mary's Hospital Medical School from December 1.

Dr M. Stone, professor of probability and statistics at University College, has been appointed to the chair of statistics at that college.

Dr R. Stoneley, chief geologist in the oil service company of Iran at Teheran, has been appointed to the chair of petroleum technology at Imperial College.

Miss Susan Strange, currently visiting fellow at the Centre of International Studies, London School of Economics and Political Science and Visiting Professor, University of Southern California, has been appointed to the Montague Burton chair of international relations at the school.

Dr John D. Moore, deputy director of the Hannah Dairy Research Institute, Auchincruve, Scotland, and head of the biochemistry department, has been appointed to the chair of agricultural chemistry at Wye College, London.

Mr Henry P. McKean, professor of mathematics at the Courant Institute of Mathematical Science, New York University, has been appointed to the George Eastman visiting professorship, Oxford University, from 1979-80.

Dr Ron Johnson, director of training for the Manpower Services Commission Training Services Division, has been appointed visiting professor in the department of adult education, Surrey University.

Professor E. J. Popham, formerly chairman of the department of biology at the University of Salford, has been appointed Royal Society Inter-University Council visiting professor at the University of Malawi, Zomah, Malawi, under a scheme to help scientific education in the Commonwealth and to stimulate scientific interchange between the United Kingdom and the Commonwealth.

Professor Albert Latner, formerly professor of clinical biochemistry and director of the Cancer Research Unit at Newcastle University, has been granted the title of emeritus professor.

Dr Ronald Frank Tylecote, at present consultant to the Department of the Environment, Ancient Monuments Laboratory and editor (since 1960) and co-founder of the Historical Metallurgy Society, has been appointed to an honorary chair in Archaeometallurgy at London University.

Forthcoming events

"Focus on Headteachers: the Way They and Others See the Job" is the theme of a speech by Professor Lou Cohen, professor of education at Loughborough University, to be given at a one-day conference of the Association for the Teaching of Psychology being held at the university on October 14. Fee £3. Details from Duncan Case, Room MA 12, Matthew Arnold Building, Townside Campus, University of Technology, Loughborough Leics.

* * *

"The Economic and Engineering Geology of the London Region", a course of university extension lectures organised by the department of extramural studies will be held at the Royal School of Mines, Imperial College, London University, Prince Consort Road, London SW7 every Wednesday from October 18 at 6.30 pm. Fee: £5. Details from the deputy director, Extension (RHB) Department of Extra-Mural Studies, London University, 26 Russell Square, London WC1B 5DQ.

* * *

"The Spread of Western Medicine—for Better or Worse?" by Ronald Frankenberg, professor of sociology and social anthropology, Keele University, is in the Celebrity Series "One Earth" being held in the main theatre of Preston Polytechnic on November 2.

* * *

Economics for dealers, October 16-October 20 and Foreign exchange and International financial management, October 23-October 25 are two courses organised by City University's Business School. Further details from The Marketing Manager, Gresham College, Basinghall Street, EC2V 5AH, telephone 606 5031.

Appointments

Universities

Dundee

Promotion to Reader: Dr I. H. M. Smart (anatomy); Post Doctoral Research Fellows: R. W. Jones and Dr S. Kennedy (biochemistry); F. J. Hannah (biological sciences). Research Fellow: N. G. Shaw (mathematics).

Keele

Lecturers: N. M. Allinson and G. D. Tattersall (electronics); J. J. Ansell (mathematics/statistics); S. D. Bunfield and R. M. Marsh (music); S. J. Bostock (adult education); P. M. Chambers (geography); P. A. Davies (physics); A. I. Dawisha (International relations); A. V. Kotus and K. H. Smith (economics); Kathleen M. McKilligan (French); A. J. Parsons (mathematics); M. J. Smith (computer science); Temporary Lecturer: C. J. P. Palmer (geography). Lectrices: Marie-Odile Probst and Catherine Taillez (French). Fellow: P. B. R. Jones (music); Research Fellow: A. Furness (W. E. Dunn Unit of Cardiology); Post Doctoral Research Assistant: P. C. Murphy (chemistry); Research Assistant: Moira F. Green (adult education).

Loughborough

Industrial Professor: D. M. Embrey (electronic and electrical engineering). Associate Reader: T. B. Leamon (human sciences). Lecturers: Dr J. Shield (digital electronics); Dr Robert Hamilton (English); Dr Geoffrey Petts (geography); Dr Robert W. Duff (biology); Adrianne Hardman; Brenda Read (physical education and sports science).

Manchester

Visiting Professors: Professors C. J. Mellor and Professor Max Beech (psychiatry). Lecturers: S. C. Kashmiri and David Pool (government). P. B. Ainsworth (social administration); F. Carty (law); A. P. J. Snell (geriatric medicine); A. M. Cassell (pathology); M. J. Dascombe (physiology); J. L. Shaffer (clinical pharmacology, gastroenterology); F. J. Geary (physical chemistry); G. K. Ka (computer science); A. J. Kassir (civil engineering); L. J. Aarons and Lindsay Damani (pharmacy). R. J. Ellis (social and pastoral theology).

General

Mr R. D. Nimmo, administrative secretary of Brunel University has been elected chairman of the Standing Conference of University Information Officers. He succeeds Mr Leonard Cleaver of the University of London who becomes deputy chairman.

Professor Meredydd Hughes, head of the department of social and administrative studies in education at Birmingham University, has been elected chairman of the British Educational Administrative Society in succession to Mr Ivor Browning, Bedfordshire's chief education officer.

Professor George Baron, retiring head of the department of educational administration at the Institute of Education, London University becomes Honorary President of BEAS. He succeeds Ian Morris.

Grants

London, King's College

Pharmacology—Dr J. R. S. Boult—£14,061 from the MRC to support research in "Regulation of prostaglandin inactivation by hormones and in disease".

Biophysics—Dr R. S. Gould and Dr C. J. Cowling—£20,879 from the MRC to support research in "Regulation of human globin gene activity".

Pharmacology—Dr T. M. Littleton—£30,536 from the MRC to support research in "Cellular basis of tolerance to ethanol and physical dependence on ethanol".

Geology—Professor R. A. Howie—£39,905 from the NERC to support research in "Inductively coupled plasma source spectrometry: development of the method for silicate analysis, and applications to the simultaneous determination of major and trace elements in rock and mineral".

Physics—Dr G. Davies—£10,650 from the SRC to support research in "Molecular structure of point defects in diamond". Dr R. J. Griffiths and Dr N. M. Clarke—£31,000 from the SRC to support research in "Elastic and inelastic scattering studies of light and heavy ions". Dr R. J. Griffiths and Dr N. M. Clarke—£23,022 from the SRC to support research in elastic and inelastic scattering studies of ion beams. Dr E. C. Lightowlers—£17,186 from the SRC for research in "Luminescence associated with the decay of free and bound excitons in silicon and germanium". Professor G. R. Wilkinson and Dr W. F. Sherman—£14,449 from the SRC for research in "Laser Raman spectroscopic studies on crystals and liquids at high pressure".

Chemistry—Professor C. D. Reese—£30,750 from the SRC for research in "Studies in chemical synthesis of yeast alanine TRNA".

Plant science—Dr P. D. Moore—£36,000 from the Esme Fairbairn Trust to support research at Sugar Field Centre; Professor D. O. Hall—$422,000 to support "Studies in photosynthesis in relation to bioproductivity".

Queen Mary College

Applied mathematics—Dr M. A. H. MacCallum—£11,006 from the SRC for research into the nature of the cosmic big bang; Professor I. W. Roxburgh—£15,985 from the SRC for solar system tests of the metric framework of theories of gravity.

Chemistry—Dr M. A. A. Clyne—£20,003 from the SRC for research into the kinetic applications of a powerful narrow-band pulsed laser tunable in the red; Dr J. Pritchard—£25,983 from the SRC for research into infrared spectroscopy of surface species in high-pressure chemisorption on metal single crystals.

Computer science and statistics—Dr A. H. Bond—£10,700 from the SRC for the investigation of the use of the ICL Distributed Array Processor for scene analysis.

Materials—Professor W. Bonfield—£53,560 from the SRC for research into optimized implant materials; Dr P. E. Reed—£34,200 from the SRC for research into the impact behaviour of plastic containers.

Physics—Dr. D. Bloor—£30,700 from the SRC for research into the preparation and characterization of single-crystal diacetylene polymers; Dr W. Young—£16,750 for research into generalised susceptibilities in condensed matter physics.

UMIST

Manufacturing technology—Professor B. J. Davies—£11,900 from the SRC for research on an interactive section sequence planning system for sectional parts.

Physics—Professor M. G. Rusbridge—£43,781 from the SRC for a study of turbulence, wave propagation and feedback stabilization in the ISIS Quadrupole.

Metallurgy—Dr R. Priestner—£1[illegible] from the SRC for an investigation of strain-induced transformation in the controlled rolling of steel.

Electrical engineering and electronics—Dr J. O. Gray—£10,250 from the SRC for research into computer-aided design of multivariable control systems.

Management sciences—Mr W. M. Wynbank—£10,450 from the SRC for the investigation into the planning and control of the development of new in-house products in small firms.

Building—Professor P. J. Burberry—£74,979 from the SRC for research into the thermal and moisture dynamics of buildings.

Open University programmes October 7 to October 13

Saturday October 7

BBC 2

6.05 Technology foundation course: The End of the Course (T100); prog 11.

9.20 Fundamentals of statistical inference: Experimental design (MS311); prog 11.

9.45 Arts foundation course: Science Fiction (AL01); prog 321.

10.10 Town development: Future Urban Form (D321); prog 16.

10.35 Materials under stress: The Turbine (T[illegible]: Ceramics: Blue Sand 7 (T254); prog 3,6.

11.00 Geology: Whitleaves Mere (S323: metamorphism (1).

11.25 The science of chemistry: Continuation in Physics 2 (S241); prog 23.

11.50 Economics and education policy: Unemployment After Education? (E[illegible]); prog 11.

12.05 History of architecture and design 1890-1939: The Sport-Detached House: The Suburban Style (A[illegible]); prog 11.

RADIO 3 (VHF)

9.40 The age of revolutions: Romanticism in Music (A[illegible]); prog 7.

7.00 Chemistry foundation course: Approach to Exams (T100); prog 32.

7.30 Arts foundation course: Life in a Technology (AT101); prog 16.

7.40 Complex analysis: The Inverse Mapping Theorem (MS[illegible]); prog 8.

RADIO 4 (VHF)

Not on north Scottish and Welsh transmitters

8.05 Open Forum 52.

8.20 Visiting the Libraries (1).

8.40 Earth sciences: topics and methods: Lunar Stratigraphy (S355); prog 10.

10.00 Language and learning: Philosophers Talking (E262); prog 16.

10.20 Computers in government and politics: Radio Tutorial (TMA 4) (D251); prog 10.

10.40 Elements of music: Orchestration (MU[illegible]); prog 16.

11.00 Social psychology: Assault on Identity (D305); prog 11.

11.20 The development of instruments and their music: Time and Society Today (A[illegible]); prog 16.

11.40 Physiological society: Modernism and Tradition (A356); prog 26.

14.00 Technology and reformation: The Steam Engine: Loss (AD[illegible]); prog 11.

14.20 Announcements, Music Till.

[illegible]

15.40 The Use of Libraries (4).

15.55 Design, education and development: Education and Modernism (T[illegible]); prog 8-11.

16.40 Environmental control and building: Heating Programme (T[illegible]); prog 14.

19.00 Creative Feedback on Home Experiments (S282); prog 15.

19.20 The human sciences in the community: Looking Back and Looking Forward (D301); prog 11.

19.40 Control of technology: China (T[illegible]); prog 8).

RADIO 3 (VHF)

Alternative broadcasts for north Scottish and Welsh transmitters

24.00 Languages and learning: Philosophers Talking (E262); prog 16).

00.20 Earth sciences: topics and methods: Lunar Stratigraphy (S355); prog 14).

00.40 The Use of Libraries (4).

Sunday October 8

BBC 2

8.00 Science foundation course: Science and Society (S[illegible]); prog 11.

8.30 History of mathematics: An Evaluation: Isaac Newton (A[illegible]); prog 11.

8.55 Historical data and the social sciences: Using and Interpreting Data (D[illegible]); prog 5.

9.20 Computers in mathematics: A Farewell Words (M[illegible]); prog 11.

9.45 Economics and economic problems: Economics for Science and Technology: The Structure of the Native Industrial Economy (E[illegible]); prog 11.

10.10 Topics in pure mathematics: Pure Maths (M[illegible]); prog 55.

10.35 Topics in pure mathematics: Pure Mathematics (M[illegible]); prog 3,11.

10.35 Education, economy and politics: The Case of William Tyndale Part 2 (E[illegible]); prog 8).

11.00 Systems management: Scott Bader Ltd.: A Case of Common Ownership (T[illegible]); prog 11.

11.25 Open Forum 56: Exam Special.

RADIO 3 (VHF)

7.00 Renaissance and reformation: The Sources of "King Lear" (A[illegible]); prog 11.

7.20 Science foundation course: The Biological Effects of Ionising Radiation (S[illegible]); prog 11.

7.40 Open Forum 51.

RADIO 4 (VHF)

8.10 Wild society: Mau Mau (A301: prog 10).

9.30 Biochemistry and molecular biology: Some Clinical Aspects of Immunology (B321: prog 10).

9.50 Environmental control and public health: Final Programme (T[illegible]); prog 16).

10.10 Science and belief: from Copernicus to Darwin (A[illegible]): Retrospect (AT[illegible]); prog 11).

RADIO 3 (VHF)

24.00 The history of architecture and design 1890-1939: The International Style (The Years After (A305: prog 31).

Monday October 9

BBC 2

9.40 Systems behaviour: Shipbuilding 2 (T[illegible]); prog 11.

17.20 Geophysics: Questions (S[illegible]); prog 6).

17.45 Linear mathematics: The Existence and Uniqueness Theorem (M[illegible]); prog 35).

18.10 Complex analysis: Complex Analysis (M[illegible]); prog 11.

18.35 Technology foundation course: The End of the Course (T100: prog 34).

RADIO 3 (VHF)

6.00 Telecommunication systems: Voice Switching and Intelligibility (T[illegible]); prog 8).

6.20 Images and information: The End of Course Examination (ET[illegible]; prog 8).

9.40 The Use of Libraries (4).

17.45 OU Announcements.

18.05 National income and economic policy: Student Queries (D[illegible]); prog 17).

18.25 Linear mathematics: Review (M[illegible]); prog 17).

18.48 Environment: Education: Another Pressure on the Environment (E[illegible]); prog 8).

19.05 OU Announcements: Music Till.

19.10 Electromagnetics and electronics: The Role of the Transmission in the Design and Assessment of the Complete Communication System (T[illegible]); prog 11).

RADIO 3 (VHF)

Alternative broadcasts for north Scottish and Welsh transmitters

00.20 The development of instruments and their music: Music and Society Today (A[illegible]); prog 16).

00.40 Elements of music: Orchestration (A[illegible]; prog 16).

Tuesday October 10

BBC 1

6.40 The development of instruments and their music: Circles (A[illegible]; prog 16).

7.05 Biblical bases of behaviour: Human Beings and Animals (E[illegible]); prog 11).

7.30 Solids, liquids and gases: Solids, Liquids and Gases (ST[illegible]; prog 16).

BBC 2

4.55 Schooling and society: Education in Portugal (D[illegible]; prog 11).

5.45 Education and the urban environment: Examining the Residents (E[illegible]; prog 8).

18.10 Renaissance and reformation: The Alchemist (A[illegible]; prog 17).

18.35 Science foundation course: Science and Society 1 (S100: prog 35).

RADIO 3 (VHF)

6.00 Cognitive psychology: Language and Values (D[illegible]; prog 11).

6.20 Language and learning: Philosophers Talking (E[illegible]; prog 16).

6.40 Computing, government and politics: Radio Tutorial (TMA 4) (D251: prog 10).

Alternative broadcasts for north Scottish and Welsh transmitters

24.00 Personality and learning: The Uses of Psychology (C201: prog 11).

00.20 Broadcasting and information: The Sources of "King Lear" (A[illegible]; prog 11).

00.40 Racial psychology: Assault on Identity (D305: prog 10).

Wednesday October 11

BBC 1

6.40 Urban development: Future Urban Form (D[illegible]; prog 17).

7.05 Biblical bases of behaviour: Human Beings and Animals: The Existence and Uniqueness Theorem (A[illegible]; prog 35).

BBC 2

7.20 An introduction to materials: Properties and Material's Heritage (T[illegible]; prog 3,4).

17.20 Earth science: topics and methods: Method—Use and Abuse: The Young Mountains (S[illegible]; prog 13).

17.45 Solids, liquids and gases: Solids, Liquids and Gases (ST[illegible]; prog 16).

18.10 Biography: A Look Ahead (B[illegible]; prog 16).

18.35 Elements of music: Instrumentation (MU[illegible]; prog 8).

RADIO 3 VHF

6.00 Introduction to engineering mechanics: The Final Programme (T[illegible]; prog 11).

6.20 The mechanised nation in the computer age: Banks and Banking—Forward (B[illegible]; prog 11).

6.40 Renaissance and reformation: Life of Francis Bacon (A[illegible]; prog 11).

17.45 Urban development: Policies (Future Urban Form (D[illegible]; prog 8).

18.05 Technical and further education: Student Response (E[illegible]; prog 11).

18.25 Decision making in British politics: Model of Democracy (D[illegible]; prog 11).

18.45 Planning and development: Design (E[illegible]; prog 8).

19.05 OU Announcements, Music Till.

19.10 Chemistry foundation course: Preparation for Examinations (T[illegible]; prog 8).

20.00 Images and information: The End of Course Examination (T[illegible]; prog 8).

20.20 Electronic design and application: Simulation and Modernisation (T[illegible]; prog 11).

00.40 The Use of Libraries (4).

Thursday October 12

BBC 2

7.30 Schooling and society: Education in Portugal (D[illegible]; prog 11).

16.55 Computing and society: Computer Assisted Learning (C[illegible]; prog 11).

17.45 The development of instruments and their music: Time and Society Today (A[illegible]; prog 16).

18.10 Principles of chemical processes: Ethene (E[illegible]; prog 16).

18.30 Biochemistry: The Uses of Biochemistry (B[illegible]; prog 6).

RADIO 3 (VHF)

Alternative broadcasts for north Scottish and Welsh transmitters

Conservation: government and politics: Radio Tutorial (TMA 4) (D251: prog 10).

00.40 Open Forum 54

Friday October 13

BBC 1

6.40 Renaissance and reformation: The Alchemist (A[illegible]; prog 17).

7.05 Biophysics: Questions (B[illegible]; prog 6).

BBC 2

8.40 Telecommunication systems: Loop Speaker Telephones (T[illegible]; prog 11).

17.20 Biochemistry: Uses of Biochemistry (B[illegible]; prog 6).

17.45 Systems behaviour: Shipbuilding 2 (T[illegible]; prog 11).

18.10 Industrial psychology: Human Behaviour (B[illegible]; prog 11).

18.26 Electronic design and application: Simulation (ET[illegible]; prog 16).

RADIO 3 (VHF)

17.45 The age of revolutions: Romanticism in Music (A[illegible]; prog 8).

18.08 Public administration: Public Administration (D[illegible]; prog 11).

18.25 History of architecture and design 1890-1939: Modernism and Revision (A[illegible]; prog 11).

18.45 Elements of music: Instrumentation (MU[illegible]; prog 8).

19.05 Science foundation course: Science and Society (S[illegible]; prog 11).

Supplementary broadcasts for north Scottish and Welsh transmitters

Alternative broadcasts for north Scottish and Welsh transmitters

00.20 The handicapped person in the community: Looking Back and Looking Forward (H[illegible]; prog 11).

00.40 Introduction to engineering mechanics: Statics and Dynamics—Forward (T[illegible]; prog 11).

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Head of School of Education

(Re-Advertised)

Newcastle College of Advanced Education is a multi-discipline corporate college of advanced education with its own governing council. A wide range of courses is offered in the fields of Teacher Education, Art, Nurse Education, Special Education, Social Welfare, Diagnostic Medical Radiography and Technical and Further Education. The projected E.F.T.S. for 1979 is 2,475 with a total enrolment of approximately 2,850.

Newcastle, with an urban population of 260 000 situated 160 km (100 miles) north of Sydney, is the second city of N.S.W. It is a major seaport, a centre of heavy industry and serves the rich Hunter Valley Region (total population 330,000), a noted wine producing area. The city and district is well endowed with beaches, lakes and an attractive hinterland.

The School of Education is the major of three schools being established within the College. The others are the School of Visual and Performing Arts and the School of Paramedical and Community Welfare Studies. Each of the schools may be headed by some or all of the fifteen academic departments of the College. The Head of School is responsible for the administration of courses and supervision of student progress and will be expected to play a major role in course development and evaluation. Academic staff are assigned to departments and are responsible to the Head of Department. Heads of Schools and Heads of Departments are ex officio members of the College Academic Board.

The College invites applications for the position of:

Head of School of Education

Salary: $A31,789 p.a.

The School of Education will be responsible for the following courses in 1979, B.Ed. (Art), B.Ed. (Home Science/Textiles), B.Ed. (Industrial Arts); Dip.Teach. (Secondary) in English/History; Mathematics; Physical Education, Science, Social Sciences; Dip.Teach. in Primary Education; Dip.Mus.Ed. in Secondary Education; Dip.Teach. in Technical and Further Education; Dip.Ed. in Primary, Secondary and Special Education, Curriculum Development and educational studies in the specialist areas of English, Mathematics and Science. The present enrolment in these courses in 1979 will be approximately 2,400. The Head of School should have had extensive experience in Teacher Education; should have had a wide range of administrative experience and should have substantial academic qualifications in any field of study related to primary or secondary education. The Head of School is expected to have the capacity to develop sound programmes which permit the students to utilise the best information from contemporary disciplines as a basis for developing competence in all aspects of everyday teaching situations.

Conditions of Employment: Appointment will be made in accordance with conditions determined under the College of Advanced Education Act, 1975, and the College By-law and include eligibility for membership of the N.S.W. State Superannuation Fund and provisions for study, recreation and long service leave. The College has an effective Staff Housing Loans Scheme and may provide assistance for fares, removal and a portion of initial accommodation expenses for appointees and their families.

Applications: General information about the College and specific enquiries concerning this position should be directed to the Association of Commonwealth Universities (Appts.), 36 Gordon Square, London WC1H 0PF. Telephone enquiries may be directed to the Principal, Dr. J. E. Richardson (Tel.: 67 1388, International S.T.D. Prefix 161204B).

Applications in writing must include personal information and full details of academic qualifications and experience, and the names and addresses of three referees willing to act. The original application should be addressed, marked "Confidential" to: The Secretary, Newcastle College of Advanced Education, Box 64, P.O., Waratah, N.S.W. 2298, Australia, preferably sent by registered air mail. A copy of the application must also be sent to the Association of Commonwealth Universities, as above. Applications should be lodged to reach Australia by 31 October, 1978.

UNIVERSITY OF STIRLING

TEACHERS IN ACCOUNTANCY

Vacancies exist for one senior lecturer and one lecturer in accountancy. Suitably qualified applicants would be expected to be in post by the beginning of the spring semester 1979 (12th February) or by beginning of the autumn semester 1979 (17th September).

The present establishment, including vacancies, embraces two Professors of Accountancy, four senior lecturers and five lecturers in the field of Business Law, the Professor is assisted by one Reader and two lecturers.

The Department has been expanding rapidly and greater accentuation of specialisation of interest is becoming available. A sabbatical leave scheme is in operation with the first possibility of leave three years' service.

Further details of the posts and conditions of service may be obtained from the Secretary, The University of Stirling, Stirling FK9 4LA.

Further particulars including salary scales are available from the Secretary, The University of Stirling, Stirling FK9 4LA.

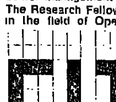
RESEARCH IN MANUFACTURING MANAGEMENT

Cranfield School of Management wishes to appoint a Senior Research Fellow to pursue a programme of research concerned with delivery performance and throughput efficiency in U.K. manufacturing industry. In the first instance this will be in the mechanical engineering sector.

Candidates for this post should ideally have some familiarity with engineering manufacture and production planning and control. However, the major requirement is the ability to take an overall business view of a company's manufacturing operations, possibly reflected by possession of a Master's degree in business administration.

Dissemination of the results of this research to practising managers is of major importance. It is therefore essential that candidates be interested in teaching at a senior management level and be competent to take on this task.

The Research Fellow will work within a small group involved in research and teaching in the field of Operations Management and will be expected to take full responsibility for organising their own research programme.



The salary for this appointment will be in the range £6,080-£7,754 p.a. (under review), with U.S.S. benefits.

Application forms may be obtained from The Employment Office, Cranfield Institute of Technology, Cranfield Bedford, MK43 0AL; telephone 0234 750111: ext. 477. Please quote reference 522/C.

CLARE COLLEGE,
EMMANUEL COLLEGE
AND NEWNHAM COLLEGE

RESEARCH FELLOWSHIPS

The three Colleges, acting as a Group, invite applications from men and women for Research Fellowships which will normally be tenable from October 1, 1979.

The conditions of eligibility of candidates varies somewhat between Colleges and further details, together with application forms, may be obtained from the Secretary, CIAO, Keller Lodge, Tennis Court Road, Cambridge CB2 1QJ. Completed application forms must be returned not later than November 1, 1978. A statement of between 500 and 2,000 words outlining the work candidates would wish to submit in support of their applications and the research they propose to do if elected will be required at the same time; this statement should be intelligible to scholars in other subjects.

Selected candidates will be invited by the end of November to submit two copies of the dissertation, or other written work, by December 7, 1978.

The stipends of Research Fellows are reviewed at regular intervals; financial support from other sources may be taken into account. Participating Colleges hope to make elections in the first half of February, 1979.

UNIVERSITY OF DUBLIN
Trinity College

FINAL ADVERTISEMENT

NEW CHAIR

in the area of

BUSINESS AND ADMINISTRATIVE STUDIES

Persons seeking further particulars relating to this new post may write, in confidence, to: G. H. H. Giltrap, Secretary to the College, Trinity College, Dublin 2.

The final date for receipt of applications will be 23rd October, 1978.

LOUGHBOROUGH UNIVERSITY OF TECHNOLOGY

LIBRARY AND INFORMATION STUDIES

Applications are invited for the post of Lecturer in the Department of Library and Information Studies. Duties will be mainly concerned with the teaching of courses in the book trade, (e.g. history of the book trade, economics of the book trade, and publishing, and bookselling). There will be scope for development of courses. It is hoped candidates will be able also to contribute in the field of bibliography (subject and analytical and/or indexing).

Salary within scale £3,645 to £7,754 under review). It is hoped to appoint within the lower half of the scale. Personal requests for further details and application forms to Paul Johnson, Publications Officer, tel. 74 [illegible]. For [illegible]

THE OPEN UNIVERSITY

Lecturers in Science

Biology

We have two vacancies: those appointed will be involved in the preparation and maintenance of the discipline's second and third level courses in one or more of the areas of Ecology, Mammalian Physiology, and Molecular Biology/Biochemistry. They will also be expected to take an active interest in the development of the discipline's future offerings in the field of continuing education, and undertake research—either independently, or work on one of the existing research groups. For these posts, candidates are likely to be under 30, with teaching experience and a good research record. Ref. 3682

Earth Sciences

We have two vacancies: the successful applicants will take part in the remaking of the second level courses in Geology or the Earth's Physical Resources, and may have research interests in any branch of the discipline. They will be expected to pursue those research interests vigorously. Ref. 3683

Physics

There is one vacancy in this discipline; the person appointed will assist in the preparation of appropriate undergraduate courses, using multi-media teaching methods, and will also be expected to undertake research—either independently or with colleagues. Ref. 3680

Applicants for all posts should be able to demonstrate an ability to write clearly and easily and an interest in distance teaching. All five posts are tenured: salary will be on the scale £3,883 to £7,754 (under review) and there are U.S.S. and other benefits.

Application forms and further particulars are available, by postcard request please, from The Recruitment Office (JD3683/THES), The Open University, P.O. Box 75, Walton Hall, Milton Keynes MK7 6AL, or telephone Milton Keynes 63388, 24 hour answering service.

PLEASE STATE THE DISCIPLINE IN WHICH YOU ARE INTERESTED.

Closing date for applications, October 20 1978.

BATH

THE UNIVERSITY

Applications are invited for the post of [illegible] in the [illegible] SERVICES [illegible] in the University.

Salary will be within the range £5,085 to £7,754 per annum.

Further particulars and application forms available from the Personnel Officer, University of Bath, Bath BA2 7AY, telephone Bath [illegible] quoting reference 7867.

Closing date [illegible]

EDINBURGH

THE UNIVERSITY

DEPARTMENT OF FINE ART

Applications are invited for a LECTURESHIP in the History of Fine Art. Applicants will be expected to have a special knowledge of the art of continental Europe in the later nineteenth or twentieth centuries. The initial salary will not exceed £6,507 on the scale £5,085 to £7,754 per annum.

Applications should be received by Monday, 30th October with the Secretary to the University, Old College, South Bridge, Edinburgh, EH8 9YL, from whom further particulars may be obtained.

Universities continued

UNIVERSITY OF IFE NIGERIA

Applications are invited for the following posts in the Faculties of Science and Social Sciences:—

1. PROFESSOR IN DEPARTMENT OF MATHEMATICS

Candidates should possess a Ph.D. or equivalent in Mathematics and at least eight years' postgraduate teaching and research experience at University level. Preference will be given to those with specialism in any of the following areas: Special function; Group Theory; Commutative Algebra; Functional Analysis; Fluid Mechanics and Statistics.

2. READER IN DEPARTMENT OF ECONOMICS

Candidates must possess a higher degree, preferably a Ph.D. and have research experience. Several years' teaching experience at University level and some administrative experience are required.

Salary scale: Professor N11,268 to N12,420 p.a. (£9,087 to £10,016 p.a. sterling). Reader N8,868 to N9,828 p.a. (£7,151 to £7,925 p.a. sterling) (£1 sterling equals N1.24). There may be supplementation of salaries in range £2,160 to £2,916 p.a. (sterling) for married appointees or £NIL to £750 p.a. (sterling) for single appointees and provision of children's education allowances and holiday visit passages. Pension scheme or contract addition of 25 per cent of salary (partly taxable), family passages; baggage allowance; various allowances. Detailed applications (two copies), including a curriculum vitae and naming three referees, should be sent by November 2, 1978, to the Registrar, University of Ife, Ile-Ife, Nigeria. Applicants resident in U.K. should also send one copy to Inter-University Council, 90/91 Tottenham Court Road, London W1P 0DT. Further particulars are available from either address.

University of Natal Pietermaritzburg

Department of Dietetics and Home Economics

Applications are invited from suitably qualified persons regardless of sex, religion, race, colour or national origin, for appointment to the post of

Professor and Head of Department

Candidates must be in possession of a University degree in either Home Economics or Dietetics. A postgraduate qualification will be a strong recommendation. Candidates should also have teaching and research experience in their chosen field of study with an ability to initiate and supervise research.

The salary scale attached to the post is: R11,250 × R450-R12,600 × R600-R13,800, plus 15.5 per cent pensionable allowance per annum.

The commencing salary notch will be dependent on the qualifications and experience of the successful applicant. In addition, an annual vacation savings bonus is payable, subject to Treasury regulations.

Application forms, further particulars of the post and information on pension, medical aid, group insurance, staff bursary, housing loan and subsidy schemes, long leave conditions and travelling expenses on first appointment are obtainable from the Registrar, University of Natal, P.O. Box 375, Pietermaritzburg, 3200, with whom applications, on the prescribed form, must be lodged not later than 15th January, 1979, quoting reference number PMB 32/78.

UNIVERSITY OF STRATHCLYDE

PROFESSOR OF FORENSIC SCIENCE

Applications are invited from suitably qualified and experienced candidates for appointment to the newly established Professorship in Forensic Science.

Applicants should have substantial experience in one or more of the major aspects of Forensic Science, and be capable of directing postgraduate teaching and research as well as contributing to casework studies.

The post will be remunerated within the professorial range for universities with superannuation benefit.

Application forms and further particulars (quoting 46/78) may be obtained from the Registrar, University of Strathclyde, Royal College Building, 204 George Street, Glasgow G1 1XW, with whom applications should be lodged by November 6, 1978.

THE UNIVERSITY OF THE WEST INDIES, TRINIDAD

Applications are invited for 2 SYSTEMS ANALYSTS in the COMPUTER CENTRE. A University degree is required plus EITHER experience of writing programs in COBOL and of designing commercial systems (knowledge of FORTRAN and PLAN desirable) OR experience of writing programs in FORTRAN and PLAN and of designing systems. Knowledge of ICL software and other languages desirable in both cases. Salary Scales: Lecturer TT$19,071-29,799 p.a. Assistant Lecturer: TT$15,480-16,974 p.a. (£1 Sterling = TT$4.70). Salary Scales are now under review. F.S.S.U. Unfurnished accommodation if available at 10% or furnished at 12½% or housing allowance of 20% of pensionable salary. Up to five full economy passages on appointment and on normal termination. Study and Travel Grant. Detailed application with curriculum vitae and naming three referees to be sent direct to the Secretary, U.W.I., St. Augustine, Trinidad, as soon as possible. Applicants resident in the UK should also send one copy to Inter-University Council, 90/91 Tottenham Court Rd., London W1P 0DT. Further details may be obtained from either address.

University of Cape Town

Chair in the Faculty of Education

Applications are invited for the post of Professor in either PHILOSOPHY OF EDUCATION or HISTORY AND SOCIAL FOUNDATIONS OF EDUCATION. Appointment, according to qualifications and experience, will be made on the salary scale R10,800 × R450-R12,600 × R600-R13,800, plus a pensionable allowance of 15.5 per cent per annum, with assumption of duty from 1st January 1979 or soon thereafter.

The Department of History and Social Foundations of Education comprises History of Education, Educational Administration, Comparative Education and Sociology of Education.

The Professor will be required to design and organise the courses and teaching in his field and to participate in the lecture programme. He will also be required to supervise practice teaching, to carry out research and to participate fully in the administration of the Faculty.

Applicants should submit a curriculum vitae, stating present salary, teaching experience, research interests and publications, the date duty could be assumed and the names and addresses of three referees.

Memoranda concerning the position and general conditions of service should be obtained from the Registrar, Room 10, University of Cape Town, Private Bag 8, Rondebosch 7700, by whom applications must be received not later than 3rd November, 1978.

University of Edinburgh

Senior Lectureship in Health Education

Applications are invited for a new post of Senior Lecturer in Health Education, in the Department of Community Medicine. The post has been established by the Scottish Health Education Unit and will be tenable for five years.

The successful applicant will be expected to develop programmes of research, service development and postgraduate teaching in the University Departments of Community Medicine and General Practice and to collaborate with the Scottish Health Education Unit. He or she will also be expected to contribute to an established course in Behavioural Science for medical students.

Remuneration will be within the Senior Lecturer scale £7,506 to £9,263 per annum commensurate with qualifications and experience.

Further particulars may be obtained from the Secretary to the University, Old College, South Bridge, Edinburgh EH8 9YL, with whom applications (12 copies), naming three referees, should be lodged by November 15, 1978. Please quote reference 507.

THE UNIVERSITY OF PAPUA NEW GUINEA

(Port Moresby)

Applications are invited for the post of SENIOR LECTURER/LECTURER in ECONOMICS tenable from January, 1979. The Department of Economics is presently conducting a review of its courses and is embarking on a Graduate Programme by coursework. It is particularly interested in applicants with teaching and research interests in the following areas: Economic Theory, Economic Statistics, Natural Resource Economics, Public Finance, Regional Economics, Socialism and Planning. Candidates with experience in underdeveloped countries will be preferred. All staff are expected to be involved in team teaching within the Arts Faculty's multidisciplinary Foundation Year Programme. Salary scales: Senior Lecturer K14,429-16,178 p.a., Lecturer K9,040-14,218 p.a. (£1 sterling equals K1.35). In addition an allowance of K1,300 p.a. if single is payable. An extra K1,000 Marriage Allowance and K156 per child Child Allowance may also be payable. Conditions include provision of housing; family passages, study leave; and FSSU. In some cases it may be possible to make an appointment on secondment; detailed applications (two copies) with curriculum vitae, naming three referees and including a small recent photograph to be sent direct to Secretary, Box 4820, University of Papua New Guinea, Papua New Guinea, by 3 November, 1978. Applicants resident in the UK should also send one copy to Inter-University Council, 90/91 Tottenham Court Road, London, W1P 0DT. Further details may be obtained from either address.

UNIVERSITY OF NATAL

Department of Mathematics and Applied Mathematics

PIETERMARITZBURG

Applications are invited from suitably qualified persons regardless of sex, religion, race, colour or national origin, for appointment to the post of

Lecturer

The salary scale attached to the post is: R6,300 by 360 to 9,180 plus 15.5 per cent pensionable allowance per annum.

The commencing salary notch will be dependent on the qualifications and/or experience of the successful applicant. In addition, an annual vacation savings bonus is payable, subject to Treasury regulations.

Application forms, further particulars of the post and information on pension, medical aid, group insurance, staff bursary, housing loan and subsidy schemes, long leave conditions and travelling expenses in first appointment are obtainable from the Registrar, University of Natal, P.O. Box 375, Pietermaritzburg, 3200, with whom applications, on the prescribed form, must be lodged not later than November 10, 1978, quoting reference PMB 45/78.

BIRMINGHAM

THE UNIVERSITY

DEPARTMENT OF PHYSICAL METALLURGY AND SCIENCE OF MATERIALS

RESEARCH FELLOWSHIP

Applications are invited for a University post-doctoral fellowship for work on the application of election microscopy and analytic techniques to materials, tenable for two years from 1st November, 1978.

A PhD, in Physics, Metallurgy or Material Science, and experience in HVEM and STEM are required, and familiarity with image computation is desirable.

Salary will be in the range £3,883 to £6,835 (under review) plus superannuation. Starting salary will be dependent on age and experience.

Applications (three copies) with full curriculum vitae and naming three referees should be sent to the Assistant Registrar, Science and Engineering, University of Birmingham, P.O. Box 363, Birmingham B15 2TT, by Monday, 16th October, 1978.

Please quote reference TH177.

DURHAM

THE UNIVERSITY

READERSHIP IN HISTORY

Applications are invited from candidates with a special interest in Mediaeval History for a Readership in the Department of Modern History to be filled from 1 January 1979 or such date as may be arranged.

The appointment will be made on the Readers' salary scale (at present £7,073 to £8,730 per annum), together with the usual pension arrangements.

Applications (three copies), including the names of three referees, must be submitted not later than Saturday, 28 October, 1978 to the Registrar and Secretary, Old Shire Hall, Durham DH1 3HP from whom further particulars may be obtained.

(Candidates outside the British Isles need submit one copy only.)

NEW ZEALAND

UNIVERSITY OF AUCKLAND

UNIVERSITY POSTDOCTORAL FELLOWSHIPS 1979/1980 AWARDS

Applications are invited for Fellowships to begin during the period 1st March, 1979 to 29th February, 1980. The Fellowships are awarded for the purpose of carrying out advanced research. Successful applicants may be expected to participate in limited teaching activities. Conditions of Appointment and application forms to be completed by candidates are available from New Zealand and Australian universities, from the Assistant Registrar (Academic Appointments), University of Auckland, Private Bag, Auckland, New Zealand, or from Association of Commonwealth Universities (Appts.), 36 Gordon Square, London WC1H 0PF. Applications will be accepted at any time up to 31st October, 1978. Fellowships are open to graduates of universities other than the University of Auckland; and holders of a Bachelor's or Master's degree from the University of Auckland who have also completed a Ph.D. degree at any university other than the University of Auckland. Prospective candidates should note that these Fellowships are NOT open to applicants whose Ph.D. degrees was completed at the University of Auckland. To be eligible for a Fellowship, candidates must have been awarded the degree of Doctor of Philosophy, or have completed the requirements for such an award, or hold some other appropriate academic qualification. The Awards are primarily intended for candidates who have held a Ph.D. for not more than four years at the time of application, but in exceptional circumstances other candidates may be considered. The total value of the Fellowships will normally be based on a monthly allowance of NZ$700-plus, where applicable, actual approved fares for the Fellow only. Fellows should expect to pay tax on the monthly allowance.

The Fellowships are tenable for up to 12 months and have been allocated to the following research groups. Prospective candidates seeking further information should write directly to the member of staff named in the University.

ANTHROPOLOGY (Professor R. C. Green). Topic: Melanesian cultural history programme. Candidates in ethnohistory, historical linguistics, ethnobotany or applied science in archaeology.

ANTHROPOLOGY (Associate-Professor A. Hooper). Topic: Tokelau studies.

BIOCHEMISTRY (Professor A. G. C. Renwick). Topic: The biochemistry of glycoprotein hormone receptor interactions.

CELL BIOLOGY (Professor R. E. F. Matthews). Topic: Plant virology.

CELL BIOLOGY (Dr D. Lane Professor P. L. Bergquist). Topic: Plasmid-specified proteins in E. coli minicells.

CHEMISTRY (Professor R. C. Cambie). Topic: The utilization of New Zealand natural products.

ENGLISH (Associate-Professor MacD. P. Jackson). Topic: New Zealand literature.

ELECTRICAL ENGINEERING—Radio Research Centre (Professor H. A. Whale). Topic: Ionospheric propagation, upper atmosphere physics and communications research.

HISTORY (Professor P. N. Tarling). Topic: National-international linkages in military occupation and post-independence administration, planning and development in East and South-East Asia.

HISTORY (Professor M. P. K. Sorrenson). Topic: Social, economic and political history of New Zealand.

MATHEMATICS (Professor J. C. Butcher). Topic: Numerical solution of ordinary differential equations.

PHYSICS (Professor A. R. Poletti). Topic: Experimental nuclear physics.

PSYCHOLOGY (Professor M. C. Corballis). Topic: Cognitive psychology.

ZOOLOGY (Dr. R. A. Foster). Topic: Settlement and recruitment of the larvae of marine animals.

BIRMINGHAM

THE UNIVERSITY

DEPARTMENT OF ELECTRONIC AND ELECTRICAL ENGINEERING

LECTURESHIPS

Applications are invited to fill two vacant Lectureships in the Department. Preference will be given to candidates well qualified in Control Systems, Radiocommunications, Radar or Solid-State devices. Appropriate industrial or other research experience would be an asset and teaching experience will also be valued.

The salary will be in the range £3,883 to £7,754 (plus superannuation) according to age and experience.

Applications (three copies) with full curriculum vitae and naming three referees should be sent to the Assistant Registrar, Science and Engineering, University of Birmingham, P.O. Box 363, Birmingham B15 2TT, by Friday, October 20th. Please quote ref: TH83.

BIRMINGHAM

THE UNIVERSITY

SCHOOL OF HISTORY

Applications are invited for the post of INFORMATION OFFICER in the School of History to work on a British Library funded project concerned primarily with the study of the use of information and literature resources by researchers in the Humanities. The appointment is for two years from 1st January, 1979, or a date to be arranged. Candidates should have a good honours degree, preferably in History; some relevant post-graduate experience and/or the possession of library or information qualifications would be desirable. Initial salary in the range £3,883-£4,382 plus superannuation.

Further particulars from Assistant Registrar (Arts), University of Birmingham, P.O. Box 363, Birmingham B15 2TT, to whom applications (six copies), naming three referees should be sent by 31st October, 1978.

GLASGOW

THE UNIVERSITY

LECTURER IN MANAGEMENT STUDIES

Applications are invited for this post which carries responsibilities for teaching and research in Management Studies in the University of Glasgow Division of the Scottish Business School. A major responsibility of the successful applicant will be to participate in the development and teaching of a course in research methods suitable for doctoral students.

The salary will be on the Lecturers' Scale of £3,883 to £7,754 (under review) per annum, with placement according to qualifications and experience.

Further particulars may be obtained from the Secretary of the University Court (Room 10), The University of Glasgow, Glasgow G12 8QQ, with whom applications (eight copies), giving the names and addresses of three referees, should be lodged on or before November 1, 1978.

In reply, please quote Ref. No. 1255T.

HONG KONG

THE UNIVERSITY

DEPARTMENT OF ANATOMY

LECTURESHIPS ASSISTANT LECTURESHIPS IN ANATOMY

Following the establishment of a Dental School applications are invited for immediate appointments to the two posts of Lecturer Assistant Lecturer in Anatomy. Applicants should be either medical, dental or science graduates with teaching experience in the subject. Preference will be given to those with experience in teaching dental students. The appointments also carry responsibilities for teaching preclinical medical students. The appointees will be expected to engage in research work.

Annual salaries (superannuable) are: Lecturer HK$65,640 by HK$4,200 to HK$72,060 bar HK$76,320 by HK$4,320 to HK$106,140; Assistant Lecturer HK$49,380 by HK$4,200 to HK$60,290. (£1 equals HK$9.30 approximately.) Starting salary will depend on qualifications and experience. A medically qualified appointee who has completed his pre-registration year will be appointed as a Lecturer at the minimum point of the scale.

Further particulars and application forms may be obtained from the Association of Commonwealth Universities (Appts.), 36 Gordon Square, London WC1H 0PF, or the Assistant Secretary (Recruitment), University of Hong Kong, Hong Kong.

Closing date for applications is 7 November, 1978.

HULL

THE UNIVERSITY

DEPARTMENT OF ZOOLOGY

CHAIR OF APPLIED ZOOLOGY

Applications are invited for the Chair in Applied Zoology tenable from 1st January or at a later date to be arranged. The Professor will take the lead in diversifying the teaching base within the Department. Applications are invited from persons who consider their scientific experience would provide the impetus for new developments into the field of Applied Zoology, which the University views in its broadest interpretation as the application of animal biology to human affairs.

Initial salary will be not less than £9,115 per annum plus F.S.S.U. U.S.S. benefits.

Applications (twelve copies) naming three referees should be sent by 6th November, 1978, to the Registrar, The University of Hull, Hull HU6 7RX from whom further particulars may be obtained.

JOHANNESBURG

UNIVERSITY OF THE WITWATERSRAND

LECTURER, DEPARTMENT OF PHYSICS

Applications are invited from suitably qualified and experienced persons for appointment to the above post. Duties are to be assumed on a date to be negotiated.

The two main research interests in the department are Solid State Physics and Nuclear Physics.

Salary will be in the range: R6,300 to R9,180 plus a 15½ per cent pensionable allowance. (£1 equals R1.69 approx.).

The University's policy is not to discriminate in the appointment of staff or the selection of students on the grounds of sex, race, religion or colour. Further particulars relating to this practice and to the above post are included in an information sheet obtainable from the London Representative, University of the Witwatersrand, Chichester House, 278 High Holborn, London WC1V 7HE, or from the Registrar, University of the Witwatersrand, Jan Smuts Avenue, Johannesburg 2001, South Africa, with whom applications should be lodged by 31 October, 1978.

NEWCASTLE UPON TYNE

THE UNIVERSITY

JUNIOR RESEARCH ASSOCIATE

Applications are invited from GRADUATES for appointment as a Junior Research Associate for a research project in bibliography and bibliography. As work will include preparation of data for computer filing previous experience with computers would be an advantage. The salary range is between £3,384 and £3,882 per annum and appointment will be from November 6, 1978, or such later date as may be agreed, until August 31, 1979. Applicants interested in a part-time appointment will also be considered.

Further details are available from Mr. P. J. Wallis, Reader in Historical Bibliography of Education, School of Education, University of Newcastle upon Tyne, Newcastle upon Tyne NE1 7RU, to whom applications should be sent as soon as possible.

KENYA

UNIVERSITY OF NAIROBI

Applications are invited for the post of [illegible] in the DEPARTMENT OF [illegible]. Applicants should have a good postgraduate degree, preferably a Ph.D. in [illegible] Science. Some experience in University teaching and research will be a definite advantage. The appointee will be expected to have a speciality and capacity to teach at least two of the following subjects: International Relations, Political Theory, Methods, Political Economy, Comparative Politics, Political Behaviour. Priority will however be given to candidates whose combinations include International Relations and Methods of Political Enquiry.

Salary scale: KE3,312 per annum (£1 equals K£1.55 sterling). The British Government may be able to provide salary supplementation and associated benefits, family passages; FSSU; non-contributory superannuation scheme; subsidised housing; generous housing allowance.

Detailed applications (two copies) with curriculum vitae and naming 3 referees to be sent direct to the Registrar (Recruitment and Training), University of Nairobi, P.O. Box 30197, Nairobi, Kenya, by 30 October, 1978. Applicants resident in the U.K. should also send one copy to Inter-University Council, 90/91 Tottenham Court Rd., London W1P 0DT. Further details may be obtained from either address.

LEEDS

THE UNIVERSITY

SCHOOL OF ENGLISH

Applications are invited for the post of LECTURER in ENGLISH LITERATURE from January, 1979. Preference will be given to a candidate with particular interest and experience in Shakespeare and Renaissance Drama.

Salary on the scale for Lecturers: £3,883 to £7,754 (under review) according to age, qualifications and experience.

Application forms and further particulars may be obtained from the Registrar, The University, Leeds LS2 9JT, quoting reference number 15/3. Closing date for applications 25 October, 1978.

LONDON

UNIVERSITY COLLEGE

STUDY OF DECISION-MAKING IN RURAL COMMUNITIES

RESEARCH ASSISTANT ADMINISTRATOR SECRETARY required for pilot project sponsored by Department of the Environment. The research programme, to be conducted jointly by Bartlett School of Architecture and Planning (UCL) and consultant firm TEST, will investigate ways in which public decision-making systems affecting one or two villages can be studied. The appointment is for one year: a second stage project to evaluate policy in a number of rural areas could follow.

The Research Assistant should be a social science graduate with a higher degree in a relevant subject; experience of research or of rural administration (preferably in a rural situation) an advantage. Salary in range up to £4,473 plus £450 London allowance.

The Administrator/Secretary should have a degree or secretarial qualifications. Salary in range to £3,410 plus £450 London Allowance.

Team will work from UCL under the supervision of Gerald Smart, Professor of Urban Planning, University College, London, Gower Street, WC1E 6BT, from whom further particulars may be obtained. Closing date October 23, 1978.

LONDON

THE UNIVERSITY

BIRKBECK COLLEGE

DEPARTMENT OF ECONOMICS

ECONOMICS RESEARCH ASSISTANT or OFFICER to work on S.S.R.C.-financed project on Macroeconomic Adjustment and Foreign Trade of East European Countries. Economics or Econometrics M.Sc. required. Opportunities for part-time Ph.D. study.

Applications to Professor Richard Portes, Department of Economics, Birkbeck College, 7-15 Gresse Street, London W1P 1PA.

LONDON

THE UNIVERSITY

CHAIR OF ACCOUNTING AT THE LONDON SCHOOL OF ECONOMICS AND POLITICAL SCIENCE

The Senate invites applications for the above Chair. Candidates should have academic and professional qualifications and practical experience in the major aspects of the subject.

Applications (10 copies) should be received by the Academic Registrar (THES), Senate House, Malet Street, London WC1E 7HU, from whom further particulars should first be obtained, not later than 31st October, 1978.

MANCHESTER

THE UNIVERSITY

CHAIR OF BIOCHEMISTRY

Applications are invited for a newly established additional Chair of Biochemistry in the Faculty of Science. The existing Chair in the department is held by Professor C. R. Barker. Particulars of the appointment may be obtained from the Registrar.

Applications (two copies, one suitable for photocopying) giving full details of qualifications, experience, publications, etc., and the names and addresses of three persons to whom reference may be made should be sent to the Registrar, The University, Manchester M13 9PL, by November 3, 1978. Quote ref. 79/78 THES.

Universities continued

EDINBURGH

THE UNIVERSITY

Applications are invited for a LECTURESHIP IN CLASSICAL ARCHAEOLOGY tenable from 1st January, 1979, or as soon as possible thereafter. Applicants should preferably have a special interest in Hellenistic and/or Greek art and archaeology. Roman art and archaeology. The salary scale is £3,883-£7,754 per annum.

Applications, should be lodged by Friday, 20th October with the Secretary to the University, Old College, South Bridge, Edinburgh, EH8 9YL, from whom further particulars may be obtained. Please quote Reference 1074.

NEWCASTLE UPON TYNE

THE UNIVERSITY

SECOND CHAIR OF EDUCATION

Applications are invited for the newly established Second Chair of Education. The Chair has not been assigned to any particular field of study in Education, but the University would welcome applications from suitably qualified candidates who are active in educational enquiry in one of the acknowledged disciplines other than the current specialisation in Educational Psychology of the existing Professor.

The successful candidate will be required to take up appointment on the 1st March, 1979, or earlier if possible.

Salary will be on the professorial range commencing at £9,443 (under review). Membership of the appropriate University superannuation scheme will be required.

Further particulars may be obtained from the Deputy Registrar, University of Newcastle upon Tyne, 6 Kensington Terrace, Newcastle upon Tyne NE1 7RU, with whom applications (15 copies) giving the names of not more than three referees, must be lodged not later than 31st October, 1978.

(Applicants from outside the British Isles may submit one copy only.) The application received in response to the previous advertisement will be considered and reapplication is not necessary.

NEWCASTLE UPON TYNE

THE UNIVERSITY

SCHOOL OF EDUCATION

Applications are invited from men and women for a LECTURESHIP in EDUCATION tenable from a date to be agreed as soon as possible. The teaching duties would be primarily in the sociology of Education in higher degree level and to help in the initial training of graduate teachers of English or some other Arts field. The successful applicant should be willing and able to undertake research.

Salary will be at an appropriate point on the scale £3,883 to £7,754 per annum according to age, qualifications and experience. Membership of the appropriate University superannuation scheme will be required.

Further particulars may be obtained from the Registrar, The University, Newcastle upon Tyne NE1 7RU, with whom applications (three copies) together with the names and addresses of three referees, should be lodged not later than 27th October, 1978. Please quote reference 1/R.S.

NOTTINGHAM

THE UNIVERSITY

DEPARTMENT OF ADULT EDUCATION

Applications are invited for the post of LECTURER in ADULT EDUCATION. Candidates should have experience in L.E.A. adult education and a degree or an equivalent qualification. Experience in the training of teachers of adults and an interest in adult education are desirable.

Salary will be within the range £3,883 to £7,754 per annum (interim scales) but the appointment will be made initially in the range £3,883 to £5,202 per annum.

Further particulars and forms of application, returnable not later than 31st October, 1978, from the Staff Appointments Officer, University of Nottingham, University Park, Nottingham NG7 2RD. Ref. No. 581.

THE OPEN UNIVERSITY

FACULTY OF TECHNOLOGY

COURSE CO-ORDINATOR

Applications are invited for a post of Course Co-ordinator in the Faculty of Technology. The appointee will assist in the maintenance and/or production of courses in electronics and telecommunications.

The post would suit a recent graduate in science, engineering or mathematics, although non-graduate applicants having recent relevant experience will also be considered.

Salary will be at an appropriate point on the scale £3,883 to £5,604 per annum (under review).

Application forms are available, by postcard request please, from the Recruitment Office (MB/PE/78), The Open University, P.O. Box 75, Walton Hall, Milton Keynes MK7 6AL, or telephone Milton Keynes 63868; there is a 24 hour answering service on 63868.

Closing date for applications is 23rd October 1978.

SOUTHAMPTON

THE UNIVERSITY

FACULTY OF MATHEMATICAL STUDIES

CHAIR OF OPERATIONAL RESEARCH

Applications are invited for the CHAIR of OPERATIONAL RESEARCH. Salary within the professorial range. Applicants should have an established reputation in the field of Operational Research.

Further particulars may be obtained from the Secretary and Registrar, The University, Southampton SO9 5NH, and applications (12 copies from applicants in the United Kingdom, one copy from those overseas) must be submitted not later than 27th November, 1978. Please quote reference MA/8.

THE OPEN UNIVERSITY

STAFF TUTOR IN EDUCATIONAL STUDIES

Applications are invited for a tenured post as Staff Tutor in Educational Studies in the Northern Ireland Region, which has its headquarters at 117 University Street, Belfast. The main duties of the post will include liaison with members of the central academic staff and assisting the Regional Director in the appointment, training and supervision of part-time tutors. There will be a considerable amount of evening work and travel throughout the region and to the University's headquarters in Buckinghamshire. Candidates should preferably have particular studies but applicants familiar with other areas of education would also be considered.

The appointment will commence on 1st January, 1979, or as soon as possible thereafter.

Salary will be at a point on the University's Lecturer Scale: £3,883 to £7,754 per annum (under review) plus membership of the Universities Superannuation Scheme.

Application forms and further particulars are available by postcard request please from the Recruitment Office (MB/SE/21), The Open University, P.O. Box 75, Walton Hall, Milton Keynes, MK7 6AL, or telephone Milton Keynes 63868 (24 hour answering service).

Closing date for applications: 19th October, 1978.

RHODESIA

THE UNIVERSITY

LIBRARIAN

Applications are invited for the post of University Librarian.

Salary Scale: (Approx. sterling equivalent) £10,518 × £370 to £11,257.

Family passages and allowance towards transport of effects on appointment. Installation loan of up to half of one year's salary if required. Unfurnished university accommodation guaranteed for a period of at least three years for persons recruited from outside Rhodesia. Sabbatical Leave and Contact visits with travel allowances. Superannuation and Medical Aid Schemes.

Application: 16 copies giving full details of personal particulars, qualifications and experience, together with the names and addresses of three referees, should be sent to the Senior Assistant Registrar (Staff), University of Rhodesia, P.O. Box MP 167, Mount Pleasant, Salisbury, Rhodesia. Overseas applicants should send an additional copy of their applications to the Association of Commonwealth Universities (Appts.), 36 Gordon Square, London WC1H 0PF. Further particulars may be obtained from either of the above.

Closing date for receipt of applications: October 31, 1978.

British subjects considering applying for posts in Rhodesia are urged to consult the Foreign and Commonwealth Office (telephone 233 4145) or their nearest British Consulate Office.

Fellowships and Studentships

THE BRITISH SCHOOL AT ROME

BALSDON SENIOR FELLOWSHIP, 1980

(Readvertisement)

The Balsdon Senior Fellowship is for an established scholar of either sex, to reside at the British School for about six months, January to June, 1980, and to play an active part in its academic or cultural life. The Fellow will live free of charge in the School, the award being primarily intended for those able to take extended sabbatical leave.

Previous applicants wishing to be considered need only confirm their continuing interest by writing to the Hon Gen Secretary.

Particulars and application form from British School at Rome, 1 Lowther Gardens, Exhibition Road, London SW7 2AA. Applications must be returned by November 3, interviews in London on November 30, 1978.

NEWCASTLE UPON TYNE

THE UNIVERSITY

SCHOOLS FELLOWSHIP

Applications for the Schools Fellowship for the academic year 1979/80 are invited from active, experienced members of the teaching profession whose employing authority is likely to agree to secondment with full salary for one or more terms. This opportunity is offered for study of research on topics of interest to the applicant's school and the university.

Further particulars and application forms may be obtained from the Registrar of the University, 6 Kensington Terrace, Newcastle upon Tyne NE1 7RU, with whom completed application forms must be lodged not later than November 17, 1978.

OXFORD

JUNIOR FELLOWSHIPS, one or more, commencing October, 1979, offered by Oxford Centre for Post graduate Hebrew Studies.

Candidates, normally under 35, of doctoral level in Rabbinic Studies, preferably in Second Temple or modern periods, should write with curriculum vitae to Administrative Secretary, 45 St. Giles, Oxford, giving two referees to write direct.

Value to £1,500 plus accommodation. Closing date November 15, 1978.

OXFORD

ORIEL COLLEGE

TUTORIAL FELLOWSHIP AND LECTURESHIP IN MODERN LANGUAGES (FRENCH)

Oriel College proposes to elect an Official Fellow and Tutor in Modern Languages (French) with effect from 1st October, 1979. A part-time University Lecturership is associated with the Fellowship and the successful candidate will be eligible for appointment to this post by the Board of the Faculty of Medieval and Modern Languages and Literature (subject to the approval of the General Board of the Faculties).

Further particulars may be obtained from the Provost, Oriel College, Oxford OX1 4EW, to whom applications should be sent not later than 30th October, 1978.

CARDIFF

UNIVERSITY COLLEGE

DEPARTMENT OF METALLURGY AND MATERIALS SCIENCE

S.R.C. CASE STUDENTSHIP

Applications are invited from suitably qualified graduates in Metallurgy, Materials Science, Chemistry or Physics for this studentship. The project (sponsored by Foseco Minsep International Ltd and supervised by Dr R. D. Sutter in collaboration with Foseco) involves measuring the surface tension of basic steelmaking slags.

The appointee will register for a Ph.D. Remuneration additional to the usual S.R.C. rates is available during the industrial period of the award.

All applications and enquiries should be addressed to: The Vice-Principal (Administration) and Registrar, University College, P.O. Box 78, Cardiff CF1 1XL.

Polytechnics

Principal Lecturers in

(1) Manufacturing Management

(Ref: S/AO 326A)

(2) Marketing & Export Management

(Ref: S/AO 326B)

Applications are invited from persons with industrial experience and appropriate academic qualifications, coupled with a record of effective involvement in management development activities.

Successful candidates will teach their respective subject areas and should be capable, as an initial assignment, of taking leadership responsibility for one of the Centre's Programme Divisions.

The posts will be based in North East London but will involve travel within the Eastern Region or more widely as programme activities dictate.

Salary Scales: Principal Lecturer, £7,047-£8,844 per annum (plus applicable London Allowance).

Further details and application form from:

The Senior Academic Personnel Officer (2), North East London Polytechnic, Forest Road, London E17 4JB. Telephone: 01-527 2272 (Extension 20)

Closing date: 24th October 1978

ARMC Anglian Regional Management Centre

NORTH EAST LONDON POLYTECHNIC - ESSEX COUNTY COUNCIL

HEAD OF DEPARTMENT

Town and Country Planning

Applications are invited for this appointment. Candidates should be well qualified academically and have senior experience in planning practice and education. The Department conducts full-time courses for BA (Honours) and MA in Planning, part-time courses for Diploma in Planning and Landscape Architecture, together with a wide range of mid-career activities. There is an active research programme in the Department.

Salary: Burnham Grade VI £9,345-£10,305.

Applications should be returned by 16 October, 1978, to the Assistant Director and Chief Administrative Officer, Trent Polytechnic, Burton Street, Nottingham NG1 4BU, from whom further particulars of the post may be obtained. A self-addressed foolscap envelope will assist in the speedy despatch of documents.

TRENT POLYTECHNIC NOTTINGHAM

Middlesex Polytechnic

Principal Lecturer in Social Work

£7,344-£9,141 p.a. inc.

to join a team of social work tutors and other academic staff working on three courses. Substantial experience in the probation field is expected, together with sound teaching experience at appropriate levels and a record of research, course administration and development.

Reader in Drama

£7,344-£9,141 p.a. inc.

to contribute in depth to the teaching of various drama courses. Graduate status is expected, together with considerable experience of either directing, acting or writing for TV or theatre and the ability to develop and lead research.

Please write for further details and an application form, stating clearly which post you are applying for, and post first-class to: Appointments Officer (ref. A706A), Middlesex Polytechnic, Bounds Green Road, London N11 2NQ. Closing date: 16 October.

BRIGHTON POLYTECHNIC

FACULTY OF MANAGEMENT AND INFORMATICS

DEPARTMENT OF COMPUTING AND CYBERNETICS

READER IN COMPUTING

£8,073 - £8,844

Candidates should have a record of successful research in Computing and be able to lead and develop Computer Research in the department.

For further details and application forms please apply to the Personnel Officer, Brighton Polytechnic, Moulsecoomb, Brighton BN2 4GJ. Tel.: (0273) 693655, ext. 2537. Closing date 23rd October, 1978.

KINGSTON POLYTECHNIC

School of Economics and Politics

LECTURER II/ SENIOR LECTURER IN QUANTITATIVE METHODS:

Mathematical Economics *or* **Economic and Social Statistics** *or* **Quantitative Methods in Social Science**

Applicants should have a higher degree and should have studied Mathematics/Statistics as a prominent subject. Ability to teach Quantitative Methods in the broad context of the Social Sciences is essential. Teaching experience desirable.

Salary range £4,101-£7,572 plus £287 London allowance. Appointment to start 1st January 1979. Further details and application forms (to be returned by 18 October 1978) from Academic Registry, Department AO, Kingston Polytechnic, Penrhyn Road, Kingston upon Thames, KT1 2EE. 01-549 1366

ULSTER POLYTECHNIC

Faculty of Arts

LECTURER II

Salary Scale: £4,101-£6,558

A practising Sculptor to contribute to the BA Hons Fine Art course with particular reference to the First Year. A wide range of skills and interests are required together with an open and flexible approach.

The Polytechnic is a direct grant institution with an independent Board of Governors. It opened in 1971 and now has a student population of some 7,100. It has extensive new purpose-built accommodation, including 750 residential places on the 114 acre campus overlooking the sea at Jordanstown, a pleasant and quiet residential area. There is a scheme of assistance with removal.

Further particulars and application forms which must be returned by October 24, may be obtained by telephoning Whiteabbey (02.31) 65131, ext. 2243, or by writing to: **The Establishment Officer, Ulster Polytechnic, Shore Road, Newtownabbey, Co Antrim, BT37 0QB.**

North Staffordshire Polytechnic

Senior Lecturer in Photography-Design

Applications are invited for the above post from highly creative photographer Designers to lead the photography options of the B.A. (HONS.) Design Course.

Candidates should have industrial-freelance experience and be interested in all aspects of communication from film to typography. He/she will be expected to work mainly with graphic designs and organise photography main study workshops and activities.

Appointment to begin on 1st January, 1979.

Salary: £6,051-£7,065 (Bar)—£7,572.

Write direct to:

Deputy Director, North Staffordshire Polytechnic, College Road, Stoke on Trent, ST4 2DE giving your C.V. and names of the two referees before Tuesday, 17th October, 1978.

WOLVERHAMPTON

THE POLYTECHNIC

ADMINISTRATIVE ASSISTANT

Applications are invited for appointment as Administrative Assistant to the Assistant Director (Staff Affairs) Dean Faculty of Social Science. Graduate qualifications and some relevant experience would be an advantage.

Salary scale A.P.3/4, £3,774 to £4,632 per annum.

Application form and details from The Staffing Officer, The Polytechnic, Wolverhampton WV1 1LY. Tel.: (0902) 27371.

WOLVERHAMPTON

THE POLYTECHNIC

LECTURER GRADE II IN LAW

Required to teach on the B.A. Law degree courses (full-time and part-time) and on other degree and professional courses. Candidates should have a good honours degree and appropriate teaching experience. A higher degree or a professional qualification will be an advantage.

Salary scale L.II—£4,101 to £6,558 p.a.

Application forms and further particulars from the Establishment Officer, The Polytechnic, Wolverhampton WV1 1LY.

Polytechnics continued

PLYMOUTH POLYTECHNIC

School of Maritime Studies

READER IN MARITIME DATA AND INFORMATION

Salary : £7,047-£8,844

The maritime worlds of shipping, fishing, oceanic exploration and exploitation are currently undergoing major changes in the areas of data acquisition, recording, retrieval and analysis. This School seeks applications for the post of Reader from suitably qualified people who can help it to adapt to changes in maritime information systems and strengthen its research capability across all its disciplines

Application forms to be returned by 20th October 1978 can be obtained with further particulars from the Personnel Officer, Plymouth Polytechnic, Drake Circus, Plymouth PL4 8AA.

Research Assistant

Early Stages of Literacy Development

£2,910-£3,084 p.a. inc.

to work under Dr. E. Goodacre and engage in fieldwork in schools and experimental studies related to children's early stages of literacy development.

He or she will have an Honours degree (2.1, or above) or equivalent professional qualifications in psychology or education (B.Ed.) or be a qualified teacher with post-professional advanced study (Academic Diploma, Advanced Study Diploma, etc.). Training or experience in linguistics and/or computer studies will be advantageous.

Registration for a higher degree will be expected.

This post is temporary for two years, renewable for a further year.

Please write for full details and an application form, posting first class, to : Appointments Officer (ref. A706A), Middlesex Polytechnic, Bounds Green Road, N11 2NQ. Closing date 16 October.

Middlesex Polytechnic

Research Assistant in Mathematics

£2,910-£3,084 p.a. inc.

to work with Dr. I Grattan-Guinness on the History and Philosophy of Mathematics. Candidates should have a good honours degree in mathematics and be prepared to register for a higher degree at the CNAA.

The appointment will be for two years in the first instance with the possibility of extension for a third year.

Further particulars (no application forms) may be obtained from : The Appointments Officer (ref. A707A), Middlesex Polytechnic, Bounds Green Road, London N11 2NQ, to whom letters of application including the names of two referees, should be sent by 23 October.

Middlesex Polytechnic

PLYMOUTH POLYTECHNIC

Learning Resources Centre

ASSISTANT LIBRARIAN

AP 3/4

Salary, £3,420 to £4,320 (plus £312 p.a. supp.)

To undertake professional duties and supervise weekend tenure on a rota basis. It is expected that the appointee will undertake specialist duties in Science or Engineering.

Candidates must be professional librarians with good experience and an appropriate degree or equivalent qualification.

Application forms to be returned by October 20, 1978 can be obtained with further particulars from the Personnel Officer, Plymouth Polytechnic, Drake Circus, Plymouth PL4 8AA.

PLYMOUTH POLYTECHNIC

School of Behavioural and Social Sciences

SOCIAL WORK TUTOR

Salary : £4,101-£6,558

To develop new Post Qualification Courses in liaison with local agencies. This unique appointment involves working in the Polytechnic's Social Work Teaching Group and with Devon Social Services. Sound practitioner experience is required

An appointment in the upper range of the scale is anticipated. Please contact George Giarchi (0752 208171 if you wish to discuss the post.

Application forms, to be returned by 30th October, 1978, can be obtained with further particulars from the Personnel Officer, Plymouth Polytechnic, Drake Circus, Plymouth PL4 8AA.

Leeds POLYTECHNIC

School of Creative Arts and Design

PART-TIME APPOINTMENT IN FINE ART

A notable, enthusiastic young artist (sculpture/painting) is required to teach 160 hours per term for one session of three terms.

Rate of pay will be £6.04 per hour.

Applications giving details and slides of work to the Director of Fine Art Studies, School of Creative Arts and Design, Leeds Polytechnic, Calverley Street, Leeds LS1 3AO.

CITY OF BIRMINGHAM

THE POLYTECHNIC

FACULTY OF BUSINESS STUDIES AND LAW

DEPARTMENT OF LAW

LECTURER II/SENIOR LECTURER IN LAW

To teach on degree, diploma and professional courses.

Salary Subject Lecturer II £3,801 to £6,558. Senior Lecturer £6,051 to £7,065 (Inner £7,572)

Further details and application forms to be returned by 27th October 1978 to The Personnel Officer (Ref. T/1838), The Polytechnic, Perry Barr, Birmingham B42 2SU.

HATFIELD

THE POLYTECHNIC

LECTURING POSTS IN THE STATISTICS AND OPERATIONAL RESEARCH TEACHING GROUP

STATISTICS FOR EXPERIMENTAL PSYCHOLOGY

Ref. 19

Applicants should have a degree which includes statistics studies in Psychology and Mathematics, together with a post-graduate qualification in Statistics, but other suitably qualified applicants will be considered. The lecturer appointed will teach Mathematics and Statistics for the Hon. Honours Degree in Psychology and will be expected to work closely with Psychology staff in order to develop project work and research.

STATISTICS AND OPERATIONAL RESEARCH

Ref. 20

Recent industrial or consultancy experience in the practice of operational research is desirable. Applicants should have a relevant post-graduate qualification or professional qualification in operational research and/or consultancy in addition to teaching.

Appointment will be at the Lecturer I or II grades.

Salary scales: Lecturer I (under 25) £3,420 to £4,320; (25 and over) £3,801 to £6,051

Both grades carry £150 per head weighting allowance.

Application forms and further details may be obtained from the Staffing Officer, The Polytechnic, College Lane, Hatfield, Herts. AL10 9AB. (STAR, Hatfield Office, 07-22 4261, ext. 2361 (after 10.00 a.m.) or 3701).

Please quote appropriate reference number.

LEICESTER

THE POLYTECHNIC

SCHOOL OF EDUCATION

CENTRE FOR POSTGRADUATE STUDIES IN EDUCATION AND RESEARCH

DEVELOPMENT PROJECT OFFICER IN EDUCATION

The Project Officer will be a joint appointment of the Polytechnic and the Centre for Education in World Citizenship (CEWC), and the post will be tenable for an initial period of up to two years in the first instance.

Applications are invited from qualified, experienced teachers with good organisational ability and a particular interest in Development Education.

Salary will be on the appropriate incremental point of the scale for Lecturer II, i.e., £4,101 to £6,558.

Details and application forms may be obtained from the Staffing Officer, Leicester Polytechnic, P.O. Box 143, Leicester LE1 9BH. Telephone (0533) 50181 ext. 2501.

LONDON W.1.

THE POLYTECHNIC OF CENTRAL LONDON

SCHOOL OF THE ENVIRONMENT

SURVEYING UNIT

SENIOR LECTURER IN BUILDING MANAGEMENT

£6,453 to £7,471

Applications are invited from persons who are suitably qualified to lecture in building management subjects at degree level. The person appointed will be responsible for the building construction and building management elements of Quantity Surveying and Urban Estate Management and will be expected to participate in the research activities of the Unit and School, particularly in the area of planned maintenance and cost-in-use.

Details and application form from the Establishment Officer, PCL, 309 Regent Street, London W1R 8AL (01-580 2020 ext. 2132).

Closing date 16th October, 1978.

LONDON W1

THE POLYTECHNIC OF CENTRAL LONDON

SCHOOL OF MANAGEMENT STUDIES

LECTURER II (short-term contract to 31st July, 1979)

£4,503-£6,960.

A suitably qualified person with a background in aviation safety for work with a CAB qualification is required to teach basic financial and corporate topics to Officers leaving the Armed Services and Metropolitan Police. The successful candidate will be a mature person capable of counselling senior officers who are about to embark upon a second career, preparing them for the transition.

Application form from the Establishment Officer, PCL, 309 Regent Street, London W1R 8AL (tel. 01-580 2020 ext. 2121).

MANCHESTER

THE POLYTECHNIC

HOLLINGS FACULTY

PROJECT ASSISTANT

Applications are invited from graduates or persons with equivalent qualifications who have a good honours degree in the clothing industry. The person appointed will be expected to assist in the development of industrial research projects that have been identified by the Hollings Faculty Research Committee.

This appointment offers challenging and stimulating opportunities working with members of the academic staff who possess wide and diverse experience and who are recognised research projects based on industrial requirements. Union Membership Agreement for Union which may embrace any required to join a recognised Union.

Salary scale £2,727 to £5,913 (inclusive).

For further particulars and application form (returnable by 16th October 1978) please send a self-addressed envelope marked "HOLLINGS" to the Secretary, Manchester Polytechnic, All Saints, Manchester M15 6BH.

LIVERPOOL

THE POLYTECHNIC

DEPARTMENT OF CHEMISTRY/ BIOCHEMISTRY

LECTURER GRADE II/ SENIOR LECTURER IN PHYSICAL CHEMISTRY

Applications are invited from candidates holding appropriate first and higher degrees in Chemistry or Chemistry in conjunction with Biochemistry and Chemical Physics. Particular expertise in these areas of Theoretical Chemistry, Spectroscopy and Computer applications is desirable. Research work is actively encouraged.

Salary scale: £4,101-£7,572 p.a.

Application forms and further details from the Personal Office, Liverpool Polytechnic, Rumford House, 3 Rumford Place, Liverpool L3 9JH. Tel.: 051-227 3131 ext. 2501. Please quote reference LIV 2/78.

Closing date is fourteen days from the appearance of this advertisement.

MANCHESTER

THE POLYTECHNIC

HOLLINGS FACULTY

DEPARTMENT OF HOTEL, CATERING AND INSTITUTIONAL MANAGEMENT

LECTURER I in HOTEL and CATERING ADMINISTRATION. The person appointed will be required to teach in the Hotel and Catering Administration Section of the Department with special reference to Economics and Economic Aspects of the Hotel, Catering and Tourist industries on H.N.D. Part II Hotel Membership and Post-graduate courses.

A willingness to play a full part in the life of the Department, including an involvement in the administration of its courses, is regarded as essential.

Salary scale: £3,192 to £6,558.

For further particulars and application form (returnable by 16th October, 1978) please send a self-addressed envelope marked "HOTEL" to the Secretary, Manchester Polytechnic, All Saints, Manchester M15 6BH.

NEWCASTLE UPON TYNE

THE POLYTECHNIC

DEPARTMENT OF ADMINISTRATIVE AND MANAGEMENT STUDIES (Division of Management Studies)

SENIOR LECTURER IN CONSTRUCTION MANAGEMENT

A professionally qualified construction manager, surveying manager or architect manager is required for the above post (Ref. 78/79). Teaching experience not essential.

DEPARTMENT OF MECHANICAL AND MATERIALS ENGINEERING

LECTURER II

Applications are invited for the above post from persons with suitable academic and industrial experience.

The successful applicant must have a good knowledge of materials engineering with particular emphasis on casting and foundry technology in relation to the manufacture of castings. The successful candidate will be expected to continue the research or design aspects of research carried out in this area.

Salary scale: Senior Lecturer £5,931 to £7,572; Lecturer II: £3,192 to £6,558 p.a.

For further particulars and application forms returnable by Tuesday, 17th October, 1978, please send a stamped addressed envelope to the Staffing Officer, Division of Hotel Management, Trinity Square, Gateshead, Tyne and Wear NE8 1BS.

MANCHESTER

THE POLYTECHNIC

HOLLINGS FACULTY

DEPARTMENT OF HOTEL, CATERING AND INSTITUTIONAL MANAGEMENT

LECTURER I in HOTEL and CATERING ADMINISTRATION. The person appointed will be required to teach in the Hotel and Catering Administration Section of the Department with special reference to Economics and Economic Aspects of the Hotel, Catering and Tourist industries on H.N.D. Part II Hotel Membership and Post-graduate courses.

A willingness to play a full part in the life of the Department, including an involvement in the administration of its courses, is regarded as essential.

Salary scale: £3,192 to £6,558.

For further particulars and application form (returnable by 16th October, 1978) please send a self-addressed envelope marked "HOTEL" to the Secretary, Manchester Polytechnic, All Saints, Manchester M15 6BH.

PORTSMOUTH

THE POLYTECHNIC

DEPARTMENT OF ECONOMICS AND BUSINESS STUDIES

LECTURER II IN ECONOMICS

LECTURER II IN BUSINESS

Preference will be given to candidates with post-graduate qualifications wishing to specialise in Managerial Economics and willing to assist in the teaching of Quantitative Methods.

Salary scale: £3,801-£6,051 (efficiency bar £7,072 per annum.

Application forms and further particulars from the Staff Officer, Portsmouth Polytechnic, Alexandra House, Museum Road, Portsmouth, PO1 2QW, to whom completed applications should be returned by 31 October, 1978, quoting ref. C 02.

Colleges of Further Education

SURREY

EDUCATION COMMITTEE

NORTH EAST SURREY COLLEGE OF TECHNOLOGY

Reigate Road, Ewell, Surrey

The following are required as soon as possible :

LECTURER II IN ECONOMICS & BUILDING ADMINISTRATION

LECTURER II IN SITE ENGINEERING

LECTURER I OR II IN CONSTRUCTION TECHNOLOGY

LECTURER I OR II IN SOCIAL WORK

LECTURER I OR II IN MEDICAL LABORATORIES INSTRUMENTATION

LECTURER I IN HUMAN PHYSIOLOGY

Salary : Lecturer I £3,192-£5,268; Lecturer II £3,192-£6,558; Plus £150 p.a. London Fringe Allowance. Discretion to approve appointments in approved cases. Biennial increments. Application forms and further particulars from the Principal at the College address enclosing a stamped addressed foolscap envelope. Closing date: 20 October, 1978.

LONDON

INNER LONDON EDUCATION AUTHORITY

HAMMERSMITH AND WEST LONDON COLLEGE

Attlio Gardens, Cambridge Grove, W6 0NE

SENIOR LECTURER IN INDUSTRIAL LIAISON AND INDUSTRIAL SERVICES

Applications are invited for a Senior Lecturer to teach subjects in both full and part time courses and to undertake duties with responsibility for the provision of industrial liaison and administrative duties with regard to industrial services. The post is to commence on 1st January, 1979, or as soon as possible thereafter.

Applicants should be professionally qualified or hold an appropriate degree or diploma and have had relevant industrial experience.

Salary Scale: Senior Lecturer £5,931-£7,572 (subject to formal approval) plus £402 inner London allowance.

Application forms and further particulars from Senior Administrative Officer (Ref. 1/1), to be returned two weeks from date of advertisement.

LONDON

INNER LONDON EDUCATION AUTHORITY

SOUTH WEST LONDON COLLEGE

MANAGEMENT STUDIES AND INDUSTRIAL STUDIES DEPARTMENT

Required January, 1979, or as soon as possible thereafter, a Lecturer II in Management to teach Management to a Unit Course and to the management of health care.

The successful applicant should have a relevant degree and will be expected to undertake consultancy, training manager, BTEC and other in-service work. He/she will be expected to contribute both the knowledge and learning from actual experience.

Further particulars and application forms may be obtained returnable within 14 days from the Senior Administrative Officer (T1467), South West London College, 50-64 Broadway, S.W.19.

Salary Scale: Lecturer II £3,801-£6,051 (subject to formal approval) plus £402 inner London allowance.

MANCHESTER

EDUCATION COMMITTEE

FIELDEN PARK COLLEGE OF TECHNICAL EDUCATION

Barlow Moor Road, West Didsbury, Manchester M20 8QQ

SENIOR ADMINISTRATIVE ASSISTANT

A.O.1. £5,931 to £6,558 (including £252 per annum supplement)

Applications are invited from appropriately qualified and experienced candidates for the appointment of SENIOR ADMINISTRATIVE ASSISTANT in the Courts of Governors, Academic Board and Staff Committee of the College.

The City Council operates a Union Membership Agreement under which a new employee is required to become a member of one of the Trade Unions specified in the Agreement.

Previous applicants need not reapply.

Application forms and further particulars from the Principal at the College address enclosing a stamped addressed foolscap envelope.

Closing date: 20 October, 1978.

Colleges of Education

South West London College

Head of Department of Financial Studies (Grade V)

A suitably qualified, experienced and dynamic person is required for this position as soon as possible.

The department is one of three which forms the Accountancy Faculty and has authority to run internal full-time courses for the ACCA at Foundation and Professional I and II levels. The person appointed will also be required to develop additional range of courses.

Salary Scale :

Head of Department (Grade V) : £8,643 to £9,603, subject to formal approval ; plus £402 inner London Allowance.

ilea

Assistance may be given towards household removal expenses. Further details and form of application returnable within 14 days from SAO, South West London College, Tooting Broadway, S.W.17. (T.168.)

LINCOLNSHIRE

BISHOP GROSSETESTE COLLEGE

Lincoln LN1 3DY

Applications are invited from appropriately qualified and experienced candidates for the appointment of TUTOR/ LIBRARIAN in the Courts of England Voluntary College of Higher Education. The appointment arises from the Retirement of the Librarian. It is hoped to make an appointment for January, 1979. The appointee post will be made of the Senior Lecturer (Public number details of the post and application forms may be obtained from the Secretary.

Applications should be returned to the Principal not later than October 16, 1978.

Miscellaneous

KENT

CANTERBURY CATHEDRAL

Chaplain to the Cathedral and The King's School. The Dean and Chapter of Canterbury invite applications for the above appointment. The Chaplain will act as Chaplain to the Cathedral and The King's School. The Chaplain will also be a minor canon.

Further details may be obtained from the Precentor, The Cathedral Office, The Precincts, Canterbury, Kent.

Colleges of Higher Education

Hull College of Higher Education

This broad based college already offers a wide range of undergraduate, advanced diploma and professional courses and is now undertaking an ambitious and comprehensive programme of course development. New staff are required to contribute to this development and share in the teaching of ongoing courses.

At present the college has some 3,000 full-time students and a further 4,000 students who study part time on courses organised between 12 schools and 6 faculties.

FACULTY OF ADMINISTRATIVE & MANAGEMENT STUDIES

This Faculty offers a BA(Hons) Business Studies, Diploma in Management Studies : HND/HNC Business Studies and a full range of professional courses in Accountancy, Administration, Banking, Marketing, etc. Current developments include a full-time BA Secretarial Studies together with a range of BEC courses and a major development of short courses for industry and the professions. The following staff are required :

LECTURERS II/SENIOR LECTURERS
ACCOUNTING
FINANCE & TAXATION
FINANCIAL MANAGEMENT
INDUSTRIAL LAW

LECTURERS I or LECTURERS II or SENIOR LECTURERS
SECRETARIAL STUDIES
FACULTY OF DESIGN STUDIES

FACULTY OF DESIGN STUDIES

This Faculty offers and Art Foundation Course, BA(Hons) Fine Art, BA(Hons) Graphic Design, High Level Vocational courses in Design, an RIBA recognised Diploma in Architecture and an HNC Civil Engineering. A variety of vocational courses are under development including a RA Architecture, BA BUILT Environment and TEC courses in Building and Civil Engineering. The following staff are required :

LECTURERS II/SENIOR LECTURERS
CIVIL ENGINEERING
ARCHITECTURE

LECTURERS II
MUSIC
PRINTED TEXTILE DESIGN (TEMPORARY)
FACULTY OF MARITIME & ENGINEERING STUDIES

FACULTY OF MARITIME & ENGINEERING STUDIES

This Faculty offers courses which cover the whole range of DoT certificates in Navigation, Marine Engineering, Electronics, etc., together with courses for the Fishing industry and a variety of Engineering courses up to HND/HNC level. Courses under active development include a part-time degree in Engineering and a full-time degree in Fisheries Studies. The following staff are required :

SENIOR LECTURER OR PRINCIPAL LECTURER
FISHERIES STUDIES FOR DEGREE IN FISHERIES STUDIES
TO FACILITATE THE INTRODUCTION OF A PROPOSED DEGREE IN FISHERIES STUDIES

LECTURERS II/SENIOR LECTURERS
SHIP DESIGN
MARINE ENGINEERING

LECTURERS II
NAUTICAL STUDIES
LECTURERS I
MARINE ENGINEERING
NAUTICAL STUDIES
FACULTY OF TEACHER EDUCATION AND APPLIED SOCIAL STUDIES

FACULTY OF TEACHER EDUCATION & APPLIED SOCIAL STUDIES

This Faculty offers full-time courses for the P.G.C.E., B.Ed(Hons), BA(Hons) Social Sciences, C.Q.S.W. and D.T.M.H.A., and part-time courses for B.Ed and C.S.S. Courses under development include a degree in Secondary Education to replace one of the existing B.Ed courses, and a specialist Mental Handicap option in the post—Dip H.E. B.Ed. The following staff are required :

LECTURERS II/SENIOR LECTURERS
SOCIOLOGY (QUANTITATIVE METHODS)
PSYCHOLOGY OF MATHEMATICS/ LINGUISTIC DEVELOPMENT IN CHILDREN
SOCIAL WORK

HULL COLLEGE OF HIGHER EDUCATION

Cottingham Road, Hull HU6 7RT

Further particulars and forms of applications may be obtained from the Personnel Section at the address shown to whom completed applications should be returned by 20th October, 1978.

Hull College of Higher Education

Applications are invited from candidates of good academic standing and a proven record of achievement, for the following posts, tenable from 1 January, 1979, or as soon as possible thereafter :

Faculty of Administrative and Management Studies

Head of Business and Management, Grade V
Head of Commerce and Languages, Grade V

Both departments will be responsible for a wide range of advanced work and a major development of degree, post-graduate and short courses.

Faculty of Combined Studies

Head of Humanities, Grade V

The successful applicant will be of high academic standing in one of the following disciplines : Languages, Geography, History or Religious Studies. The College is particularly concerned to strengthen the literature staffing situation.

Application forms and further details may be obtained from the address below, to which completed forms should be returned within ten days of the appearance of this advertisement.

The Personnel Section,
Hull College of Higher Education,
Cottingham Road, Hull HU6 7RT
Tel.: (0482) 41481

EDGE HILL COLLEGE OF HIGHER EDUCATION

St. Helens Road, Ormskirk, Lancashire

AN ASSOCIATE COLLEGE OF THE UNIVERSITY OF LANCASTER

Applications are invited for tutorial posts, all at Lecturer II grade, to be taken up as soon as possible :

(1) APPLIED SOCIAL SCIENCES
specialising in Sociology with a special interest in research methodology.
(2) DRAMA
(3) ENGLISH
specialising in Linguistics.
(4) HISTORY
specialising in European History.
(5) RELIGIOUS STUDIES
specialising in initial teacher training and in-service studies.

All applicants should have good honours degrees. A professional teaching qualification and teaching experience are highly desirable and are required for post 4 and 5.

Further details and application forms may be obtained from the Acting Director's Secretary, Edge Hill College of Higher Education, St. Helens Road, Ormskirk, Lancashire L39 4QP.

Closing date for applications : Friday, 20th October, 1978.

WEST GLAMORGAN County Council

Applications are invited for the following post in the Authority's Further Education Service to commence in January, 1979.

West Glamorgan Institute of Higher Education

School of Business

SENIOR LECTURER IN MANAGEMENT INFORMATION AND FINANCIAL CONTROL

Applicants should possess a degree, preferably in Economics or Business Studies and a professional qualification in Accountancy, together with extensive relevant experience in an industrial environment where modern management techniques are practised.

Applicants should be experienced in the development and implementation of control systems providing accounting and financial information as an integral part of the management decision-making process. In addition they should possess genuine management and communication skills of a high order and be prepared to play a vital and leading role in the provision of a wide variety of management courses for industry, commerce and the public services.

Salary range, £8,051 to £7,572 p.a.

Application forms and further particulars are available from the undersigned on receipt of a stamped addressed foolscap envelope quoting the post reference (i.e., 01/127.78). The closing date for the receipt of completed application forms is Thursday, October 19, 1978.

John Beale, Director of Education, Education Department, Princess House, Princess Way, Swansea.

General Vacancies

BEXHILL-ON-SEA

CHARTERIS TOWERS SCHOOL

Graduate TEACHER of MATHEMATICS, up to and including sixth form work, required for January, 1979, at this girls' public Independent Boarding School. Burnham Scale.

Apply directly to Headmistress.

CHESHIRE

PADGATE COLLEGE OF HIGHER EDUCATION

Required for January 1979 or sooner if possible:

LECTURER II IN EDUCATION

to concentrate on the professional preparation of students for teaching. A formal qualification in reading development with special reference to higher order reading skills is a requirement. Varied experience of teaching is essential, preferably in middle or secondary schools.

Forms of application and further particulars may be obtained from The Principal, Padgate College of Higher Education, Fearnhead, Warrington WA2 0DB, and should be returned by 16th October 1978.

WINCHESTER

KING ALFRED'S COLLEGE OF HIGHER EDUCATION

LEARNING RESOURCES CENTRE

Applications are invited for a Lectureship in the field of Communication and Learning Resources. Candidates should have relevant experience and an interest in the exploitation of a wide range of communication skills and audio-visual resources in a variety of courses in this College of Higher Education.

The appointment will be made on the Lecturer/ Senior Lecturer grade, and will take effect from 1st January, 1979.

Further details may be obtained from The Principal, King Alfred's College, Winchester SO22 4NR.

Closing date for applications is 17th October, 1978.

DORSET INSTITUTE OF HIGHER EDUCATION

Required as soon as possible

LECTURER II/SENIOR LECTURER in FOOD AND BEVERAGE MANAGEMENT

To join an active team conducting and developing advanced work in and including degree level.

Applicants must be qualified to at least HCIMA level, with appropriate industrial experience, preferably in large scale wood production. Previous teaching experience would be desirable.

The new purpose built catering complex lends itself to advanced teaching and research work.

Salary : Lecturer II, £4,101 to £6,558 p.a., Senior Lecturer £6,051 to £7,572 (Inner London allowance).

Application forms may be obtained from The Director (Ref. TH 10/78), Dorset Institute of Higher Education, Wallisdown Road, Poole, Dorset BH12 5BB.

RICHMOND UPON THAMES

RICHMOND ADULT COLLEGE

Evening Institute & Centre, Parkshot, Richmond, Surrey TW9 2RE Tel. 940-0061/5870 and 9739

Applications are invited for the post of VICE-PRINCIPAL (Grade 4) following the promotion of the present holder to a Principalship elsewhere. The successful applicant will be expected to take up the post on 1st January, 1979, or as soon after as possible.

Details and application forms from Mrs. Marjory Lees (to whom applications should be sent), Adult College, Main Centre, Parkshot, Richmond, Surrey, TW9 2RE. Completed forms should be returned not later than two weeks from the appearance of this advertisement.

Administration

ABERDEEN
ROBERT GORDON'S INSTITUTE OF TECHNOLOGY

SCHOOL OF HOTEL AND INSTITUTIONAL ADMINISTRATION

LECTURER IN FOOD AND BEVERAGE MANAGEMENT

for H.N.D. and H.C.I.M.A. courses and for a proposed B.A. in Hotel, Catering and Institutional Administration.
Graduate required with industrial experience and interest in Catering Management.
Salary scale in range £4,056-£7,698 per annum.
Assistance with removal expenses.
Details from Chief Administrative Officer, Robert Gordon's Institute of Technology, Schoolhill, Aberdeen, AB9 1FR. (0224 574511.)

THE BRITTEN-PEARS SCHOOL FOR ADVANCED MUSICAL STUDIES

Post of Education Administrator and co-ordinator of studies

On the retirement of Dr. W. H. Scholarne, this post is vacant. The successful candidate will assist at a vital stage in the development of the School, with its emphasis on staging under the direction of Sir Peter Pears, string playing and a range of academic courses related to certain special areas of study. Applicants must combine a high degree of administrative and musical competence with experience of further and post-graduate physical education, including a thorough knowledge of its organisation in the United Kingdom. Experience of teaching drama or music will be useful.
As the successful Snape Maltings Training Orchestra will be the responsibility of the Administrator, some experience of professional music will be a great advantage.

The School is about to take over its new buildings adjacent to Snape Maltings Concert Hall, and the post offers an unusual and challenging opportunity for someone with vision and with enthusiasm for advancing the ideals of the School and its founders. The salary will be related to an appropriate university or polytechnic grade. Age range 28-50. Preliminary interviews will be held in London as soon as possible.
Please write fully, with names of 3 referees, to:—
William Servaes,
General Manager,
Aldeburgh Festival Society,
Snape Maltings Foundation Hall,
Festival Office,
High Street,
Aldeburgh, Suffolk, IP15 5AX

ADMINISTRATIVE OFFICER

The Students' Union is a lively, active organisation catering for the social, political and cultural needs of 2,500 students in Ashton. Officer is the Senior member of staff and has responsibility for existing committees, developmental, office management and financial supervision. Much of the work will be in close association with a wide range of students. Qualifications are not essential but an appreciation of Students' Unions and the ability to work outside set routines is.
Salary £3,295-£5,353 inc. L.A.
Application forms (returnable by 24 October, 1978) from Admin. Officer, T.P.S.U., Thames Street, Wendover. 56.18 4111. 01-953 7588.

LONDON, W.C.2
LONDON SCHOOL OF ECONOMICS
GOVERNMENT AND OPPOSITION

A quarterly of Comparative Politics requires ADMIN. ASSISTANT/SECRETARY. Qualifications should include good secretarial skills and an ability to deal with figures. Duties will include processing publication of journal correspondence with printers and authors, maintaining subscription service. This position would suit a responsible person used to working alone.
Salary on scale £3,630-£4,590 inc. [illegible]
Please write for application form to: Mrs. Jean Woodall, Publication Manager, Government and Opposition, 7/8 Leake Street, London SE1 7NN (Telephone 01-928 1911 ext. 2768) to be returned as soon as possible.

Examiners

THE ASSOCIATED EXAMINING BOARD
FOR THE GENERAL CERTIFICATE OF EDUCATION
Wellington House, Aldershot, Hampshire GU11 1BQ
The Board invites applications for the following post, to be filled as soon as possible:
CHIEF EXAMINER in PSYCHOLOGY at Advanced level.
Candidates should be GRADUATES with at least five years' experience of teaching and examining preferably at [illegible]
Application forms and particulars may be obtained from the Secretary (A/EX) at the above address (Telephone No. Aldershot 27251, ext. 227).

Courses

RUNNING A FIELD COURSE ?

COURTLANDS FIELD CENTRE has all the necessary facilities for you to run your course successfully.
Devon with easy access to rocky shores, salt marsh, Dartmoor, woodland and other habitats.
Detailed information available for Biological, Geographical Studies. Comfortable accommodation, good food, friendly atmosphere. Licensed bar, and service to help plan your programme.
Try Courtlands Centre
Nr. Sidmouth, S. Devon.
Lodgewell (0395 895) 227.

"A" LEVEL BIOLOGY FIELD COURSE
7 - 21 OCT., '78
Led by highly qualified staff, the course will cover theory and practical field work on shores, marsh, rivers and mountains.
Details: Courtlands Centre, [illegible]

Courses

BRITISH/ IRANIAN SCIENTIFIC EXCHANGE SCHEME

To stimulate Anglo-British collaboration in science and technology, the Iranian Ministry of Science and Higher Education and the British Council have launched an exchange scheme, which began in April 1977. British visitors ideally scientists or technologists with active research programmes established in a research institution, will spend between one and ten months participating in research or field studies, or exploring prospects for co-operative work with Iranian colleagues. Applicants who already have contacts with Iran will be given preference. The closing date for this year will be 31 December.
For further details and an application form, please write or telephone to Dr. J. C. Viney, Higher Education and Science Department, the British Council, 10 Spring Gardens, London SW1A 2BN. (Telephone: 01-930 8466, Extension 2609.)

THE MUSLIM INSTITUTE for Research and Planning

After the success of its pilot eight-lecture weekend and evening courses, the Muslim Institute has decided to expand its teaching programme. Applications and inquiries are invited from those interested in developing and teaching courses in the following areas

1. Origin, Growth and Structure of the Capitalist System
2. Democracy: A Critical Evaluation of its Theory and Practice
3. Western Economic Thought and Behaviour
4. Post-Colonial Political Systems in Muslim States
5. Arab Nationalism and its Role in the Middle East
6. The International System and the Muslim Nation-States
7. The Seerah of the Prophet Muhammad
8. Hadith Literature: its Sources and Methodology
9. Selected Passages from the Qur'an
10. Modern Islamic Movements

Our courses are mostly attended by Muslim students at British universities and other seats of higher education in and around London. Provincial centres (e.g. Birmingham, Manchester, Glasgow, Edinburgh, etc.) can also be considered. We are looking for highly qualified, experienced and suitably motivated academics to help develop these and other courses. Those working abroad may be paid airline fares and accommodation may be offered. Sabbatical/secondment will be considered. Please write to:

Dr. Kalim Siddiqui
Director
The Muslim Institute
6 Endsleigh Street
London WC1H 0DS

INDIA

YOUNGER SCIENTISTS EXCHANGE SCHEME

The British Council invites applications from suitably qualified British scientists, engineers and social scientists to visit India for up to three months under this scheme. Preference will be given to applicants who can demonstrate the applied nature of their research and an interest in developing practical collaboration. Successful candidates can expect to spend an extended period at one institute in India with shorter visits to one or two others.
Although applications for short periods are considered, preference is given to candidates wishing to stay for a full three months and who have already developed contacts in India. Applicants should hold a final appointment at a university, polytechnic or research institution and are normally aged between 27 and 35 years. Return tourist class air fares will be paid and the Indian University Grants Commission will pay an honorarium to cover expenses in India.
For visits between August, 1979, and February, 1980 further details and application forms are available from Higher Education and Science Department, The British Council, 10 Spring Gardens, London SW1A 2BN. Telephone 01-930 8466, ext. 2609.
Closing date for applications, December 16 1978.
Please quote AD79/2, when responding to this advertisement.

Librarians

NEWCASTLE UPON TYNE POLYTECHNIC
LIBRARY
TRAVELLING WORKSHOPS EXPERIMENT
RESEARCH OFFICER

Required until January 31, 1980, to assist in the Travelling Workshops Experiment. The T.W.E. is a Schools Library funded research project concerned with the provision of [illegible] information handling skills for students in higher education. The post will primarily involve the evaluation of the use of teaching and learning materials produced by the T.W.E. Applicants should be interested in the range of educational research and evaluation techniques.
Burnham F.E. Lecturer II, £4,161 to £4,626 per annum.
For further particulars and application forms, returnable by Thursday, October 19, please send a stamped addressed foolscap envelope to: The Staffing Officer, Newcastle upon Tyne Polytechnic, Ellison Place, Newcastle upon Tyne NE1 8ST. Telephone 0632 328541 (24 hour answering service).

Awards

U.S.A.
UNIVERSITY OF LONDON
THORON AWARDS

Under the foundation of Sir John and Lady Thoron, postgraduates are invited to apply for the Stenton and Thoron Awards for 1979, from candidates under 27 years of age, inaugurated for 10 awards of £1,000 each, to enable successful applicants to pursue their studies in the United States during 1979, at the postgraduate level in any recognised department of study in the University of Pennsylvania, Philadelphia, U.S.A.
Prospective applicants should send a stamped and addressed envelope (and from students in U.S.A. envelope No. 10), to the Registrar (Thoron Awards), University of London, Senate House, London WC1E 7HU, for further particulars and application forms, which must be returned by 31st October, 1978.

Research Posts

BIRMINGHAM
THE UNIVERSITY
EDUCATIONAL DEVELOPMENT COMMITTEE
POST IN RESEARCH FELLOW IN EDUCATIONAL COUNSELLING

Applications are invited for the above post (equivalent to three years full time) from 1st January, 1979. Applications of an earlier or later date would be considered. Candidates should have good academic qualifications in one or more of the following fields: Higher Education, Psychology, Clinical Psychology or Educational Counselling. A relevant higher degree or other evidence of advanced study, experience of teaching skills (such as in higher or further education and research experience would be added qualifications.
The salary will be on the scale £3,295-£5,895 per annum on the scale 1-11 for Assistant by qualifications and experience.
Further particulars can be obtained from the Assistant Registrar, Senate Register, University of Birmingham, P.O. Box 363, Birmingham B15 2TT, to whom applications (3 copies), giving curriculum vitae and the names and addresses of three referees, must reach him not later than 20th October, 1978. Women are especially need [illegible] apply [illegible]

LEICESTER
THE UNIVERSITY
SCHOOL OF EDUCATION
SENIOR RESEARCH FELLOW/ LECTURER/ RESEARCH FELLOW

Applications are invited from suitably qualified candidates for the above posts to be responsible for the Stimulation and Support of Initial Training and Induction within the Region for the Department of Education and Science, and will involve extensive travel in the Region. Applicants should have the ability to work with colleagues and students of the Polytechnic, College of Education and Colleges of Further and Higher Education. The salary will be on the scale £3,295-£5,895 per annum on the scale 1-11 for Assistant by qualifications and experience.
Further particulars can be obtained from the Assistant Registrar, Senate Register, University of Birmingham, P.O. Box 363, Birmingham B15 2TT, to whom applications (3 copies), giving curriculum vitae and the names and addresses of three referees, must reach him not later than 20th October, 1978. Women are especially need [illegible] apply [illegible]

Downing College

RESEARCH FELLOWSHIP

The Governing Body of Downing College invite applications from men or women for election to a Research Fellowship in a science subject*, tenable from October 1, 1979, for three years. Candidates must be graduates of a university and under thirty years of age on October 1, 1979.
The maximum emolument of a pre-Ph.D. Research Fellow living in College is at present £2,400 a year, and that of a post-Ph.D. Research Fellow is £2,577 a year. A married Fellow who will reside outside College will receive in addition £900 a year. These figures are subject to review in the light of any grant or stipend which a Fellow may receive from other sources. In all cases a Research Fellow will receive the privileges normally associated with a College Fellowship. The Fellow will be allowed to undertake teaching for payment up to a maximum of six hours a week, on the understanding that Downing College has the first claim on the Fellow's services. All Fellows become by Statute members of the Governing Body of the College.
Candidates should write to the Master not later than November 15, 1978, stating their age, details of their education, career, and proposed research, and the names of two persons to whom the Electors can apply for further information. Short-listed candidates may be invited to submit written work in support of their application. Provided that there is a candidate of suitable merit, the Governing Body expect to make the election by March 15, 1979.
* To include physical, biological, and medical sciences, geography, mathematics, and engineering.

THE UNIVERSITY OF ASTON IN BIRMINGHAM

SRC CASE AWARD:

ENVIRONMENTAL RESEARCH

A research studentship is available in the Environmental Studies Group to work on a project in association with Warren Spring Laboratory concerned with the dispersal of air pollutants from industrial sources.
Candidates from physics, chemistry or engineering are invited to apply. The successful candidate will work as a member of a multidisciplinary team of physicists, physical geographers, ecologists presently concerned with such topics as environmental mapping, environmental impact studies, land reclamation, environmental effects of traffic. The standard SRC award will be supplemented by a sum of up to £500.
Details and application forms from J. Chalinel, telephone 021-359 3611 ext. 6153, JUBILE, University of Aston in Birmingham, Gosta Green, Birmingham B4 7ET.

Research Posts

UWIST
University of Wales
MECHANICAL ENGINEERING RESEARCH ASSISTANT

graduates with good honours degree preferably in Engineering for an SRC supported research project concerned with the experimental determination of dynamic mechanical properties of modern composite flat-belt-drive materials; the research is suitable for higher degree registration. 18 months appointment to commence as soon as possible.
Salary: £3,384 to £3,634
Requests (quoting Ref THES) for details and application form to Personnel Section (Academic), UWIST, Cardiff CF1 3NU
Closing date: 27 October, 1978.

THE OPEN UNIVERSITY
POST DOCTORAL RESEARCH FELLOW (Ref. 3/78/THES)

Applications are invited for the above position in the Department of Mathematics to be responsible for the ability of silicon substituted iron-sulphur model compounds in biological processes after the 2-3 years salary will be up to £5,322 per annum dependent upon age.
Application forms and further particulars are available by personal enquiry at the above address, or by telephoning Milton Keynes (0908) 74066, The Open University, P.O. Box 81, Walton Hall, Milton Keynes MK7 6AA (telephone answering service on 0908 653441) quoting reference number 3/78/THES.
Closing date for applications 20th October, 1978.

LOUGHBOROUGH UNIVERSITY OF TECHNOLOGY

RESEARCH ASSOCIATE

Applications are invited from geography or planning graduates for the post of RESEARCH ASSOCIATE to work on an SSRC funded project involving the collection, processing and analysis of household movements data. Applicants should have skills and experience in survey and data processing.
The post is tenable for 15 months at a salary of £3,883 (under review). Further details and application forms from John Herington, Department of Geography.
LOUGHBOROUGH
LEICESTERSHIRE

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd, copies of which are available on request.

Research Posts

(Re-advertisement)
School of Combined Studies
E.E.C. TRANSITION FROM SCHOOL TO WORK RESEARCH PROJECT

RESEARCH OFFICER

A research worker is required to develop an Action Research Project dealing with the transitional problems of 16-19 year old Asian school leavers. The research will be concerned with illuminating the situation of young unemployed Asian youth in an urban setting and will also examine the effectiveness of Further Education provisions in meeting their needs. This project is an integral part of a major European initiative and offers opportunities for international collaboration.
Candidates should be qualified in Social Science with a sound knowledge of race relations together with experience of relevant research work.
The salary for the post will be in accordance with the Burnham Scales of Salaries for Teachers in Establishments of Further Education.
Lecturer 1, £3,192-£6,336.
Application forms and further particulars are available from: Staffing Officer, Bradford College, Great Horton Road, Bradford BD7 1AY, to whom completed application forms should be returned so as to reach him not later than **Friday, 20th October 1978.**

Bradford College

HERIOT-WATT UNIVERSITY
RICCARTON
MARINE SCIENCE UNIT
INSTITUTE OF OFFSHORE ENGINEERING

RESEARCH ASSOCIATES

(3 Posts)
Salary Scale £3,384-£4,882 (under review)

RESEARCH TECHNICIAN

Salary in range £2,688-£3,720 (under review)

Applications are invited for the above posts. The successful applicants would join a team investigating the nature, fate and effects of hydrocarbons and other pollutants in industrial effluents, shellfish and marine sediments, under programmes supported by industrial contract and research grants.
Applicants for the Research Associate posts should *have an honours degree* in chemistry or biochemistry, *preferably with experience* in chromatographic (ideally gc) techniques. Driving license and/or ability to *dive (SCUBA)* desirable but not essential.
Applicants for the post of Research Technician should have appropriate educational qualifications in chemistry and experience in handling and maintenance of high resolution chromatographic equipment.
Informal enquiries may be made to Dr. C. S. Johnston, Director of the Marine Science Unit, telephone 031 449 6111 Ext. 2382.
Application forms are available from the Staff Office, Heriot-Watt University, Chambers Street, Edinburgh EH1 1HX, to whom completed forms should be returned as soon as possible.

THE UNIVERSITY OF SHEFFIELD
Department of Psychology
Evaluation Research Group

Research Assistants

Applications are invited from men and women for two vacancies (one full-time, one half-time) in this multidisciplinary team currently evaluating the services for the mentally handicapped in Sheffield and Leeds on behalf of D.H.S.S. Tenable to 30 September, 1980. Previous experience in this field desirable though not essential. Suitable qualifications may be in psychology, sociology, social administration or have been obtained through postgraduate field research in the organisational area. Salaries in the full-time ranges £3,663-£6,855 p.a. or £3,060-£7,754 p.a., according to qualifications and relevant experience. Details from the Director, Professor Alastair Heron, Department of Psychology, the University, Sheffield S10 2TN, to whom applications (including names of two referees) should be addressed by 27 October, 1978. Quote ref: R205/DI.

Lothian Regional Council
Napier College of Commerce and Technology

Research Assistant Catering and Hotel Studies 'The Basis of Tourism'

Invited to undertake research within the area of Tourism, which will be supportive of a CNAA degree in Catering and Accommodation Studies.
Applicants should possess a good honours degree or an equivalent qualification in a relevant discipline and be able to undertake work in the area of Technological Forecasting and Future's Research in the context of Tourism.
Salary on Scale £2,988-£3,651 (including supplements).
Application forms and further particulars from:
The Academic Registrar, Napier College of Commerce and Technology, Colinton Road, Edinburgh EH10 5DT.

General Vacancies

RAVENSWOOD VILLAGE
Centre of Special Education and Residential Care

CARE POSTS

Exciting developments are taking place in this expanding village for mentally handicapped individuals of all ages. Applications are invited from people with appropriate attitudes, ability to work in a team and relevant qualifications and/or experience.

1. Warden or Matron for the Hostel, a unit providing for 16 low dependency adults.

2. Warden or Matron for the Kennedy Clinic providing for multiply handicapped adults.

3. Housepareants: Joint Husband and Wife appointment caring for small groups of children and adults with behavioural problems.

Consultants visit regularly and there are weekly staff meetings. Each post offers comfortable accommodation (if required) and terms of employment in line with NJC recommendations.
Suitable qualifications would be from any relevant profession, e.g., Care, Social Work, Nursing, Teaching, etc. Salaries are negotiable and commensurate with the responsibilities of each post and the qualifications and/or experience of the applicants.
Please send full details to be considered for an early preliminary interview to: The Principal, Ravenswood Village, Crowthorne, Berks.

SCOTTISH HEALTH SERVICE
COMMON SERVICES AGENCY
Scottish Health Education Unit

MENTAL HEALTH EDUCATIONIST

Salary Scale £4,959-26,025

Applications are invited for this significant post in the relatively new area of health education.
The post holder will have special responsibility for the development of programmes for the mental health of children and young people.
Applicants must have knowledge and experience in at least one of the following fields: child psychology, sociology of the family, health education and health and/or behaviourally related sciences. Previous work in the mental health aspects of development would be an advantage.
Application form and job description are available from and returnable to the Appointments Section, Common Services Agency, Trinity Park House, South Trinity Road, Edinburgh EH5 3SE. Closing date for receipt of completed applications is 31 October, 1978.

LONDON BIBLE COLLEGE

The Governors wish to proceed to the appointment of a

Principal

to succeed the Rev. Gilbert Kirby, M.A., who is due to retire in September, 1979. The person appointed will be of conservative evangelical persuasion with good theological qualifications and administrative ability. Pastoral, overseas, or teaching experience (in a comparable institution) would be an advantage.
Persons who would like to be considered are invited to write in confidence for an application form to:—
The Chairman of the Governors,
London Bible College,
Green Lane,
Northwood, Middlesex HA6 2UW

Department of Education and Science

HM Inspector of Schools

HIGHER AND FURTHER EDUCATION

Applications are invited from men and women, preferably aged between 35 and 45 for appointment as HM Inspectors to work mainly in the field of higher and further education, excluding universities. All HMIs undertake general duties as well as specialist work. Candidates should therefore have an interest in higher and further education generally and not only in the specialist areas listed below.

AGRICULTURE, HORTICULTURE AND ALLIED SUBJECTS

Applicants must have an appropriate degree or diploma in agriculture, horticulture or a related specialism together with experience of teaching in higher and further education. They should also have had experience of commercial production, or professional practice in one or more of the above areas of work.

APPLIED BIOLOGY

In addition to appropriate academic qualifications, applicants must hold, or have held, a position of some seniority in or connected with further and higher education, industrial experience or some involvement with medical aspects of biology advantageous.

COMPUTER EDUCATION

Applicants must have had considerable experience and responsibility in the field of computing and data-processing, and have an active interest in computer applications in education, industry and commerce. A general interest in the teaching of mathematics in the higher and further education sector advantageous.

CONSTRUCTION

The work will involve all aspects of construction education at craft, technician and professional levels. Applicants must have a degree or equivalent professional qualifications in one or more of the following disciplines: architecture, town planning, quantity surveying, estate management, building, building services engineering, civil engineering. Appropriate teaching and professional/industrial experience essential.

ENGLISH AS A FOREIGN LANGUAGE (EFL)

Applicants should preferably have a first degree in modern languages or English and post-graduate qualifications in linguistics or teaching EFL. Varied experience of the teaching of EFL essential, preferably including work in mainstream and independent FE institutions.

FOOD EDUCATION

Applicants must have academic or professional qualifications in hotel, catering or institutional management and experience of teaching in further and higher education. Appropriate industrial experience essential.

GENERAL EDUCATION

Applicants must have varied experience in the general and vocational education of young people over 16. Their academic qualifications may be in the humanities or the social or physical sciences. Experience of curriculum development, of communication studies or of educational technology advantageous.

HEALTH AND ECONOMICS

In addition to academic qualifications and professional/industrial experience in home economics or the health and welfare services, applicants must have teaching experience in further education and be prepared to take a general interest in the education opportunities available to women and girls.

MANAGEMENT STUDIES

Applicants must have appropriate academic/professional qualifications and experience of management education and industry. Qualifications in or experience of one or more of the following would be advantageous: marketing, behavioural aspects of management, post-experience and post-qualification management programmes and trade union studies at all levels.

MANAGEMENT/BUSINESS STUDIES

Applicants must be qualified to contribute to the inspection of Management Studies as outlined above but must also have experience of teaching on BEC or CNAA courses in business studies.

SOCIAL SCIENCES

Applicants must have a qualification and experience in social work; or an academic qualification in social administration, sociology or the social sciences; and have appropriate teaching experience in higher or further education. Starting salary within the range £7,825 to £10,680 (higher in London). Higher posts are normally filled by promotion.

Application forms (to be returned by 3 November) and further information may be obtained from Miss B. C. Taylor, Department of Education and Science, Room 10/2, Elizabeth House, 39 York Road, London SE1 7PH, telephone 01-928 9222 extension 2237 or 2468. Please quote 9/78E.

Department of Education and Science

Overseas

OVERSEAS TEACHING POSTS

TEACHER OF SILVICULTURE

TEACHER OF BOTANY

(IRAN)

Higher School of Natural Resources, Gorgan. To teach up to BSc level, give practical instruction, set and mark examinations, assist with curriculum development.

Degree plus postgraduate diploma or preferably MSc in forestry or related subjects and at least two years' relevant teaching experience. Candidates, men only, should be single or married with a maximum of two children under 5.

Salary: £5,750 to £7,048 pa tax-free.

Benefits: Personal and children's allowances; free furnished accommodation; baggage allowance. One year contract, renewable. 77 HO 40 & 42

SENIOR LIBRARIAN

(IRAN)

Reza Shah Kabir University. To establish the services and stock of a new Natural Sciences Library. Instruct students in library use and plan its development.

Candidates, preferably 27-46 years, with Degree and DipLib, MLS or equivalent and at least five years' experience in a university library, including specialisation in Natural Sciences.

Salary: £10,948 to £15,328 pa approx.

Benefits: Return air fares for Librarian and family; free campus accommodation. Two-year guarantee contract, renewable. 76 HU 76

DIRECTOR OF STUDIES

(BRAZIL)

Sociedade Brasileira de Cultura Inglesa, Curitiba. Required for November, 1978, or as soon as possible thereafter. To be responsible for the administration of the Cultura, supervision of courses materials development and teacher training.

Qualifications: First degree plus MA or equivalent qualification in TEFL/Applied Linguistics; five years' experience overseas. Preferred age range 30-40.

Salary: £5,681 to £7,707 pa.

Benefits: Overseas and children's allowances; free accommodation; medical schemes; employer's share of present superannuation. Two-year contract, renewable. 78 PO 199

LEKTOR IN ENGLISH

(GERMANY)

English Department, University of The Saar, Saarbrucken. To teach English for 12-14 hours per week at various levels to trainee secondary school teachers and assist with preparation of examinations and translation problems.

Qualifications: Degree in English and MA in Applied Linguistics or Diploma in TEFL essential. Good command of German indispensable. Preferred age 26-30.

Salary/Benefits: Approx DM2,887 per month according to age and qualifications (£8,248 pa). An allowance will be paid to a married lecturer with children. One year contract, possibly renewable. 78 UU 115

VISITING PROFESSOR OF ENGLISH

(BRAZIL)

Federal University of Santa Catarina, Florianopolis. Required for February, 1979. Duties include teaching language and linguistics components courses leading to MA in English Language and Literature, supervising MA theses in these areas, assisting with the teaching of English Language to third year undergraduates and acting as Local Secretary for the Cambridge examinations.

Qualifications: MA in Linguistics/ELT; considerable overseas teaching experience, including some work in Linguistics, preferably in a university. Age range under 50. Knowledge of Brazilian Portuguese desirable.

Salary: £5,000 to £6,129 pa.

Benefits: Free furnished accommodation; overseas and children's allowances; medical scheme; employer's portion of present UK superannuation. Two-year Formula contract, probably renewable. 78 PU 114

Return fares are paid. Local contracts are guaranteed by the British Council. Please write briefly stating qualifications and length of appropriate experience, quoting relevant reference number and title of post, for further details and application form to The British Council, 65 Davies Street, London W1Y 2AA.

THE BRITISH COUNCIL

KELVIN GROVE COLLEGE OF ADVANCED EDUCATION
BRISBANE—QUEENSLAND

Kelvin Grove College of Advanced Education is an autonomous, multi-vocational college specialising in the preparation of pre-school, primary and secondary teachers. It offers a wide range of in-service courses for teachers which include a four year degree program.

Applications are invited for the position of:

LECTURER IN MATHEMATICS

Ref. 78/A/17

QUALIFICATIONS:
(1) A higher degree in Mathematics Education, preferably at the Doctoral level, with major studies in Primary Mathematics Education.
(2) Post graduate studies in mathematics would be an advantage.
(3) Primary School Mathematics Programs.
(4) Successful experience in teaching and developing Mathematics Education programs at the tertiary level is desirable.

DESCRIPTION:
The person appointed will be expected to work in the Mathematics Department within the Division of Science. The Department is presently offering courses in the teaching of pre-school, primary and secondary school mathematics towards the awards of Diploma of Teaching and Bachelor of Education offered by the College. The Department expects to offer a course leading to the award of Master of Education in Primary Mathematics from 1979. The Mathematics Department is located in a modern building with excellent facilities. A person with initiative, energy and experience is required who can contribute to the development of the above programs which meet the needs of both schools and the community at large.

SALARY AND CONDITIONS OF SERVICE:
Lecturer 2, $15,179 to $17,357 per annum
Lecturer 1, $17,764 to $19,940 per annum
Conditions of service are comparable to those in universities and colleges of advanced education throughout Australia. Appointment will be made at a level appropriate to the qualifications and experience of the applicant.

DATE OF APPOINTMENT:
The successful applicant would be expected to take up duty by January, 1979, but no later than July, 1979.
The College Council reserves the right to make no appointment and the right to invite applications.

CLOSING DATE:
21 days from the date of appearance of this advertisement.
Application forms and additional information are available from The Registrar, Kelvin Grove College of Advanced Education, Victoria Park Road, Kelvin Grove, Brisbane, Queensland, 4059, Australia.
Further enquiries may be directed to the Head of the Mathematics Department.
N. C. Cooper, Registrar

SOUTH AUSTRALIAN INSTITUTE OF TECHNOLOGY

PROFESSOR AND HEAD OF ELECTRONIC ENGINEERING

Applications are invited for appointment to the position of Professor and Head of Electronic Engineering. The School of Electronic Engineering, which occupied a new building at the Institute's Levels Campus in May, 1977, is responsible for providing Bachelors degree and Associate Diploma level courses, and for the presentation of service subjects in other courses. A Masters degree programme by Research was introduced in 1978.

DUTIES:
The successful applicant will have specific responsibility for providing academic leadership in the development and presentation of courses in Electronic Engineering and for the promotion of industrial and commercial liaison.
The Schools of Electronic and Electrical Engineering are presently constituted as separate Schools. Consideration is being given to their combination into a single academic unit when either the Head of Electronic Engineering or the Head of Electrical Engineering would be appointed as administrator (or chairman) of the combined School.

QUALIFICATIONS:
Applicants should possess appropriate academic qualifications and have had considerable professional experience as an electronic engineer.
ANNUAL SALARY (Australian)
Level 6 $31,792

Application forms, conditions of service, and further information may be obtained from the Chief Personnel Officer, South Australian Institute of Technology, North Terrace, Adelaide, South Australia, 5000, to whom applications including the names and addresses of three referees should be forwarded as soon as possible.

General Vacancies continued

HOSPITAL ENGINEERING CENTRE
EASTWOOD PARK
FALFIELD, AVON

LECTURER

Candidates should be qualified to at least HNC standard and have relevant mechanical, electrical or electronic engineering experience in either the Health Service or industry and/or teaching experience.
The Centre which is located between Bristol and Gloucester provides training for all grades of engineering staff employed in the National Health Service in the major aspects of hospital engineering.
Salary scale £4,641-£5,478. Commencing salary may be above the minimum.
Application forms and further information regarding the Centre obtainable from the Regional Personnel Officer, South Western Regional Health Authority, UTF House, 28 King Square, Bristol, BS2 8HY. Closing date: 20th October, 1978.

isi
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New Printing House Square, Gray's Inn Road, P.O. Box 7, London WC1X 8EZ

LETTERS TO THE EDITOR

Safety standards in universities

Sir,—I was surprised at the tone of the pronouncement made on safety standards in universities by five readers (*THES*, September 15). It appears to be that in certain universities there exists serious grounds for complaint but the whole tone of the announcement was that safety standards everywhere were very low indeed.

The pronouncement made on the Birmingham smallpox outbreak seemed very much a case of "verdict first and trial afterwards" and even if it be proved true that there was a serious neglect of precautions in this field at Birmingham, an operation yet to be proved, it is a gigantic leap from the particular to the general to the claim that this outbreak exposed a complete inadequacy of health and safety standards in universities.

The Curry report on which these pronouncements have been based was claimed by its author to be only a pilot study involving six universities. Contrary to the opinions expressed by the unions, five of these universities were operating, at the time of Miss Curry's visit, a safety committee structure of the type envisaged by the new Regulations but which does not come into force officially until October 1. Many universities have anticipated the legislation by setting up safety committees and have taken steps to bring these safety committees into line with the structure envisaged in the Regulations.

It is unfortunately true, however, that some basic statistical evidence on safety standards in universities does not appear to exist. One statistic is the fatal accident rate which is usually expressed in terms of fatalities per 100 working hours. This index is in effect the number of fatalities sustained in the working lifetime of a thousand people. Conveniently on this scale the fatality rate in the home for a fit and active person has a value of approximately 1, British industry as a whole a value of 4, fishing, coal-mining and railway shunting a value of 40, travelling by car about 60, motorcycling about 700 and rock climbing about 4,000.

The value of the index for work in universities does not appear to be known and it is perhaps a pity that this piece of information was not ascertained even approximately for purposes of the pilot study. My own guess would be that the value would lie somewhere between 1 and 4, but it is purely a guess.

Of course, whatever the figure is, efforts must always be made to reduce it and even if university work is appreciably less risky than work in industry this should not give rise to any feeling of complacency. It has to be remembered, too, that even if a figure of this sort were to be arrived at it could well conceal the fact that some occupations, as for example technicians in research labs, have a far greater level of fatality than an academic in the field of English language.

In my opinion the committee of vice-chancellors should set themselves the task of trying to find out what the figures really add up to for universities. Such an exercise would certainly show that universities that much exceeded these figures had a specially urgent task.

Finally, though the Curry Report has been seen to have many deficiencies, as, for example, in not giving serious consideration to the role of university safety advisers, it represents the first attempt to develop a relationship between the universities with their self-regulatory procedures and the enforcing authorities.

It may be years before there is full mutual understanding but a start has to be made somewhere. Critics of the report should read its foreword in which the terms of reference were set out and not attempt to read into it too much justification for their own particular point of view.

Yours faithfully,
V. C. MARSHALL,
Director of safety services,
University of Bradford.

Grant anomalies

Sir,—Regrettably, the proposal put forward by Helen Phillipson (*THES*, September 15) for removing what she sees as anomaly in the grants system, would produce many more anomalies. She cites the case of a married woman graduate who worked for one year after graduating and then found that her grant for teachers' training was subject to a parental contribution, but who was reluctant to take further money from her parents, and she proposes that all married students should be regarded as independent of their parents.

But an unmarried graduate in the same circumstances might well be equally reluctant to take money from her parents; and many undergraduates feel the same way. The real anomaly lies in taking parental income into account at all when giving a grant to a student who is legally an adult; and so any changes in the categories whose grants are subject to a parental contribution, which will always leave someone just the wrong side of the border, will still leave feelings of injustice.

Yours faithfully,
ERNEST RUDD,
Reader in sociology,
University of Essex.

A. S. Neill biography

Sir,—With the support and encouragement of his family, I am starting to gather material for a biography of A. S. Neill, to be published by Routledge and Kegan Paul. I would be pleased to hear from anyone—teacher, academic, parent, ex-pupil—who came into contact with Neill, or who was in any way influenced by his ideas on education and on children. Any letters, articles or other documents which I could consider using for the book would, of course, be returned to the owner as soon as possible.

Yours sincerely,
JONATHAN CROALL,
22 Bicester Road, Richmond, Surrey.

The Fircroft dilemma

Sir,—The dilemma in which the Fircroft Trust and the TUC find themselves is of their own making. The root of the problem rests in the trustees' reluctance to relinquish power, and the TUC's decision to abandon its primary function, ie, to safeguard and improve the industrial condition of its members—the Fircroft tutors were abandoned.

Men of goodwill would have met "contentious" issues (*THES*, September 22) head-on, and argued them out in public. Certainly, those who claim to be interested in social matters, namely, education. Moreover, men of goodwill would have settled for a broadly based governing body and the provision of instruments of government separating the trust from government responsibility.

The example of those who founded the Northern College, Barnsley, is worth noting. Its steering committee was composed of 30 persons, one of whom represented the trade union movement through the office of the TUC Regional Education Advisory Committee. Eleven Local Education Authorities, four of which act as guarantors, have an interest in its future. Eight Institutions, including the Association of Teachers in Adult Education, all staff and student bodies are represented.

The LEAs do enjoy a simple majority of committee seats, but then, they have invested public resources which the TUC has not a propos Fircroft. Moreover, it is most unlikely that they will form a caucus against their fellow members.

Yours sincerely,
KEN R. JARRETT,
2/96 Sandford Road,
Mossley,
Birmingham 13.

Leader, page 35

Power of professors

Sir,—I welcome "Time to Question the Power of the Professors" (*THES*, September 15) in general, and in particular the suggestion that it is time to "move away from the hierarchical structure of professorial government". The argument in support of professorial authority that there must be someone to "carry the can" is as familiar as it is implausible. If collective departmental can-carrying still seems unduly radical in an individualist society, surely no one could object to the election of a worthy individual to act as chairman of the department for a fixed term, to carry out its wishes and to take on during his or her period of office any can-carrying that comes up.

This would have the double advantage of releasing professors to concentrate on the presumably valuable research which originally earned them their chairs, and relieving the rest of us of the schizoid feelings generated by institutional authoritarianism.

Yours faithfully,
CATHERINE DELSEY,
Department of English,
University College, Cardiff.

'Ulster's Irish problem'

Sir,—I refer to Mr. A. J. McEvoy's letter (*THES* September 22) about student numbers at this university.

Mr McEvoy is not correct in his assumption that students from the Republic of Ireland are regarded as "foreigners" (as he says) for tuition fee purposes. Students from the republic both at this university and at Queen's University Belfast are charged the same fees as United Kingdom students. I understand, however, that the universities in the republic charge a supplementary fee to "foreign" students from Great Britain.

This university has from its inception made a point of welcoming students from the republic and in particular from County Donegal which is very much in its geographical catchment area. Many of our Donegal students are however self-financing because of the paucity of student grants in the republic

Yours faithfully,
A. G. KENNEDY,
Senior Administrative Officer,
The New University of Ulster.

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THE TIMES
Higher Education
SUPPLEMENT

Don's diary

Saturday

Arriving at the faculty of arts of the University of Khartoum is always a pleasant experience, going past the crowds of students reading the wall papers in the bright sunshine and climbing the crumbling stairs to the philosophy department, accompanied by the gentle hum of the fans and air coolers in the neighbouring offices.

The first class of the week is with the fifth year (it takes five years here to get an honours degree) on *moral and social philosophy*. The description "social" supposedly refers to moral philosophy being taught in a "relevant" manner, i.e, with some sort of reference to this part of the world. But it always seems to come down to Utilitarianism versus The Rest in our discussions. We talk about terrorism and the rights and wrongs of political violence. They seem quite interested (or are they just being polite?).

I wonder at the wisdom of teaching something as language-based as philosophy in what is to most Sudanese a foreign language. To do philosophy in a foreign language really requires a perfect knowledge of that language, and the students rarely reach that level. It means that when they look confused you do not know if they are puzzled by something in the argument or by something in the language in which the argument is put.

Sunday

Cancel a Hegel and Marx class today. One of the two students on the course reports that the other has malaria and so cannot come (I must remember to take my pill tonight). I wander off to the university library, housed in the earliest part of the university buildings, originally called Gordon Memorial College and put up at the turn of the century. This building is rather elegant, a very pleasant mixture of cloisters, long winding staircases and tall bare palm trees.

I descend to the periodicals section to try to find a 10-year-old issue of a journal the library claims to possess. The organization of the periodicals is strange: some years are bound, some are not; some are in order, many are not. Some are not in the appropriate section at all but somewhere entirely different. It takes a long time to find anything.

This does have its compensations, however, since in searching for one thing one often finds something more interesting stuck away in an obscure dusty pile somewhere else. University libraries in Britain seem very tame by comparison. Since it looks like getting even hotter I go home before midday.

Monday

No teaching today, so I come into the office to read. Passing students and colleagues pop in to say hello and then stay to chat. Even casual Sudanese acquaintances cannot pass each other on the street with just a nod, but a rather elaborate display of mutual concern must take place. It is assumed, quite rightly, that I have nothing better to do this morning than sit, drink tea and gossip.

The male students are very smart, with crisply bright shirts and sharp trousers. The women mainly wear the tob, a long, usually white, piece of cloth which covers their bodies but not their faces, and which requires constant attention to prevent collapse. They seem a bit puzzled by my admittedly unfashionable appearance, a vestige of the late 1960s drop-out culture which has no parallel in the Sudan.

Going to the university is an opportunity, eagerly sought after, of joining the national middle-class, the people who go on holiday to London, live in large houses and drive new cars. This is doubtless not a culpable motive, but it would be nice to meet someone just once for whom this was not the only conceivable reason for going to university.

Tuesday

In at 7 am today for an hour of Kant. By far the best time to teach, before the heat really gets going. Remember after the lecture that I have to go to the University Administration, a large complex of buildings in which a slow and tortuous bureaucracy seeks to sap all one's energy for doing anything at all.

It is designed to help expatriate staff deal with the formidable bureaucracy of the country, but only results in us having to deal with two lots of red-tape. I discover that the man I need to see is out (as usual) so I go to the staff club for breakfast and join a table of expatriates who are moaning about going to the administration and the complicated series of signatures and stamps they require on various documents.

Moaning seems to be the favourite pastime, possibly a result of having lots of spare time and not much to do in it. Much discussion always takes place about money, a topic which seems to obsess expatriates here. Ingenious schemes for making money are often paraded and assessed, many of some ingenuity. I leave thinking that it is a shame that so many born entrepreneurs end up teaching.

Wednesday

Today is free too. With only six hours teaching a week Khartoum should be an ideal environment for the academic who wants to do research. The library is quite good, and there are few of the distractions which in Britain can conveniently be blamed for lack of productivity. Newspapers, television and radio are almost all in Arabic; non-Arabic films do exist but these are usually terrible spaghetti Westerns or obscure French detective movies with complicated plots and seedy characters.

Khartoum is not exactly crammed with other places of entertainment either, and expatriates tend to sit in their respective clubs drinking and moaning. Chekhov would have felt at home out here. A pleasant aspect of living in such a hot and featureless environment is that it develops the capacity for doing nothing for hours on end into a useful skill.

Hours can pass watching a gecko in the bedroom eating a fly, or staring at a tree in the garden while drinking tea. Anything but work. Perhaps the omnipresent dust has seeped into the brain and gummed up the works.



The Gordon Memorial Library at the University of Khartoum.

Thursday

The end of the working week. One more hour of Kant in the morning, then breakfast with Sudanese colleagues. They seem to menu us much as the foreigners. I go to the library and succeed in finding what I have been after all week. Elated, I leave the university and am almost crushed by a man on a donkey selling milk.

In the evening I go to a party in Omdurman, just across the Nile. Meet lots of earnest American scientists. A tall thin girl from Mid West tries to impress me with the Sudanese there with her. Am I am impressed. She has that searching look of most foreign scientists, evidently regarding us and my life as lotus eaters comfortably in the city while she nobly struggle in "the field" (a region spoken of with almost mystical regard).

Khartoum is always full of scientists recovering from exotic diseases or changing their novels. They do not have much use for philosophers. We are softies. I am also cowed into respectful silence by such people as they recount tales of perils in distant and inaccessible spots. I leave the party early, for if they terrify the locals as much they do me.

Friday

Although today is a holiday it does not seem very different from the rest of the week. There is no point in lounging in bed when it is hot and sunny, and there are no newspapers to read. Besides, the BBC World Service persists in regarding Friday as a holiday.

I go off with some friends to a football match in the early evening. See there two female anthropologists from last night observing the behaviour of the crowd. Sudanese football is very exciting and the players try to score goals rather than cripple each other.

The Sudanese are great lovers of compromise. At faculty board meetings there are serious arguments about what to do, which are then resolved by an intermediary who proposes, usually, to appoint a committee to discuss the problem. This means, of course, that decisions are rarely reached until years after they are required.

The same attitude seems to be applied to intellectual problems. It is held that once the alternative answers to a problem have been examined, the business of the academic is to produce a synthesis which will then be satisfactory to all sides. I try hard to disenchant my students with such a tempting view: I argue that there are some views which are completely irreconcilable by means of an unoffensive middle position. They smile in apparent agreement because they do not want to offend me.

Oliver Leaman

The author is a lecturer in philosophy at the University of Khartoum.

V-cs must try harder

It is not enough simply to hope that the vice-chancellors' second thoughts on industrial democracy will be crisper than their first. This, expressed in the report of the CVCP working party in April, did not begin to come to grips with this slippery issue. But not much can be achieved now by being too censorious. Their first attempt to state the principles on which industrial democracy might be applied to universities was regarded as quite unacceptable by the trade unions and the Government from the start. Rather later the UGC and even, it seems, in the end the vice-chancellors themselves, acknowledged it was not good enough.

However, there is a danger that in the flood of criticism of the vice-chancellors' first stab at industrial democracy some important and even fundamental truths about the nature of university government will be overlooked. Institutions of higher education, after all, are not commercial enterprises in which it can be argued all employees have an equal right to influence the strategy that is pursued because it ultimately affects their livelihood. Nor are they private establishments from which the public interest is excluded—and in which as a result greater trade union power can be interpreted as an extension of democracy. In other parts of Europe we have examples of the sad results of universities that have been forced to succumb to syndicalism. There is, indeed, as the vice-chancellors rather gauchely argued in April, a strong case for preserving in the government of universities the predominant influence of those who are concerned with their central purpose (*provided this is* not allowed to become a cloak for oligarchy by professors and other senior staff on the one hand or a denial of the legitimate interests of trade unions on the other).

In any case there is no demand from ASTMS, NALGO, or NUPE to sit in judgment on the academic decisions taken by universities. The AUT, of course, is in a different category in connexion with industrial democracy (although there are sobering examples from the United States of how easily collegial styles of university government can be replaced by confrontational styles even among academics). The trade unions representing non-teaching staff in universities are interested in industrial democracy to the extent that it furthers their aim of securing better paid, more secure and safer jobs for their members. Universities, in turn, are not opposed to this aim within the limit of available resources: their concern arises from their fear about the impact of industrial democracy on the integrity of academic government.

Here surely are the seeds of an understanding. Universities should concede the case for national bargaining for all their employees and agree to negotiate collectively with the trade unions on all relevant subjects including appeals rather than try to "reserve" some behind the threadbare cloak of the autonomy of individual institutions. The unions for their part should set at rest the fears that universities have about possible invasions of their academic autonomy, perhaps by negotiating an "autonomy charter" which would lay down clearly the general principles of how industrial democracy should, and should not, be applied to universities. In this way both sides could get what they really want.

Cumbersome compromise

This month the new northern adult education residential college, recommended by the Russell Report of 1973, will be accepting its first intake of students. It is somewhat ironic that at the same time the new college's equivalent in the Midlands, Fircroft College at Birmingham, may be dealt a death blow.

The future of Fircroft hinges on new proposals for the structure of the governing body, issued by the Charity Commission. It is suggested that the Trades Union Congress should be allowed the single majority it has demanded. To safeguard the adult liberal education traditions of the college, the Commission has suggested certain safeguards. In the three vital areas of curriculum, staffing and use of college facilities a special veto procedure is recommended, allowing the interested parties equal representation.

The compromise is a cumbersome one and certainly not the best possible solution. But as long as the TUC remains adamant about the SSR—just as this omission had been remedied in the north of England. The only losers would be the hundreds of working class adults, among them many trade unionists, who would have benefited from courses at the college.

A challenging suggestion

Professor Whelan's concern about the possible effect of N and O levels on the standard of university degrees is legitimate—up to a point. His suggestion that as a result too many students may have to be content with a three-year ordinary degree with only a minority forging on enough to proceed to a fourth year is challenging. It is also a very relevant suggestion in the history of history: the same desire to broaden the school curriculum which has given birth to the N and O level could lead to a broadening of the university curriculum as well, which might include a revival in the fortunes of the ordinary degree.

It is important that such a development should be viewed in a positive light and not as a secondbest forced on reluctant universities by declining school standards and stretched resources. First, the consequences of the lower factual content of the proposed F levels should not be exaggerated. After all, there are many university subjects that are not commonly studied in school and their standards are not noticeably lower than those in subjects that are. Secondly, it is quite wrong to regard N and F levels as heralds of lower standards. Standards will not be lower but different—and these different standards are ones which higher education is slowly coming to acknowledge as well as schools.

TIMES PAST THE TIMES

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LETTERS TO THE EDITOR

Polytechnics and their identity

Sir,—The salient argument in your leader (*TIMES*, September 22) is that there are no significant differences between polytechnics and universities in those areas of work where they overlap. Here you have a point of substance. However, your leader then goes on to surmise that the polytechnics have as yet not established a convincing ethos of their own, and argues that they can do little else but move in the direction of the universities.

Your well presented leader contains some observations which have been mentioned frequently in recent years, but I believe your portraying of the polytechnics is misleading and fails to give the reasons leading to the difficulties which have stimulated your article.

Two ideas behind the foundation of the polytechnics gave them a distinct role, which imparted to them an identity and a sense of purpose. First and foremost they were to be institutions with far more emphasis on teaching than research, contrasting with universities where the great majority of staff devote much of their time to research and scholarship. Their second delineating characteristic was the comprehensive range of their work, extending from post-experience, other special and sub-degree courses to PhD research. In these two respects they had a clear complementary role vis-à-vis the universities. The sub-degree courses, at first predominantly in science and engineering, satisfied a regional demand, whereas first degrees had a national catchment from the start. It all amounted to an exciting innovation in comprehensive tertiary education which had, and still has, tremendous possibilities.

It is in respect of degree work and post-graduate research that the polytechnics overlap with the universities. Concentrating more on the vocational aspects of a graduate education than do the universities, the polytechnics have not produced degree structures which, by themselves, justify a binary system with separate types of institution. Let there be no doubt that there have been differences and that the polytechnics have, under the aegis of the CNAA, produced many innovations and highly stimulating patterns of first degrees.

Furthermore, the comprehensiveness of their courses allows transfers of students between degree and sub-degree courses such as Higher National Diplomas. However, significant innovative developments have also taken place in our universities, and either party of the binary system is free to adopt what seems best in the way of first degree developments, regardless of where it originated.

The fact remains that polytechnics now tend to move more and more in the direction of universities, because of inexorable pressures for them to do so. Starting from scratch, they had high hopes of obtaining resources in terms of buildings, capital provision, and staff to make them attractive to undergraduates and fulfil the complementary role I have outlined. One of the main reasons is the need to achieve satisfactory SSRs (student-staff ratios). Although the DES is no longer so adamant about the SSR target of 10:1 it expected universities and polytechnics to achieve by 1981, the SSR has inevitably become a crucial barometer in higher education. To fulfil our comprehensive role, we have to engage in a far greater variety of courses than do the universities and in consequence polytechnic staff carry, by and large, far heavier teaching loads than their colleagues in the universities.

The end of the economic boom, the shortfall in students on many undergraduate courses, and the prospects of a further decline in numbers coming forward after 1982, have drastically altered the premises behind the expansion of the universities and the foundation of the polytechnics. The cutbacks in the proposed build-up of the latter came at a time when their infrastructure had, in general, only marginally reached the level for adequate operation. The universities have suffered severely, too. Financial stringencies, coupled with the need to maintain teaching standards, have caused curtailments in research programmes which are at least as damaging as anything experienced in the polytechnic.

The question arises: where do we go from here? The DES discussion document, *Higher Education into the 1990s*, stating the grim truths of demography, gives an outline of various future patterns, of which Model E is the only one (of five) which does not assume a sharp decline in numbers coming forward for higher education at the end of the next decade. The Minister of State for Education and Science has said he prefers it; don't we all. In the light of realism, such a situation is likely to obtain only if there is a significant increase in the numbers on courses other than the first degrees of today. The final report of the Conference of University Administrators (Group Forecasting and University Expansion, 1978) puts its finger on the pulse in pointing out that improvements in the access to higher education for children of manual workers, the group with by far the biggest growth potential, must come from improvements in primary (including nursery) and secondary education. (In this connection, the report (*The Times*, September 27) on the inadequate provision for able pupils in primary schools makes disturbing reading). But even if a significantly increased contribution from that source were to materialise in due course, it is highly questionable to envisage the future of mass education in terms of increasing the numbers of undergraduates.

One interesting proposal, which ought to be considered again, is that enunciated by Sir Brian Pippard in the Sussex report published in 1968 (*The Flow into Employment of Scientists, Engineers, and Technologists*). Sir Brian proposed a six year cycle for higher education. All students would spend the first two years in polytechnics, obtaining a broadly based degree. The more academically inclined would go on to the next two-year cycle for a master's degree, and the final two years would be for research leading to a PhD. Such a policy would give polytechnics a guaranteed stake in degree work.

The time has come to establish a national machinery for the planning of higher education, embracing the universities and the public sector. Were the universities to move in the direction of becoming liberal institutions in the sense implied in your leader, they would attractive to undergraduates and fulfil the complementary role I have outlined. One of the main reasons is the need to achieve satisfactory SSRs (student-staff ratios). Although the DES is no longer so adamant about the SSR target of 10:1 it expected universities and polytechnics to achieve by 1981, the SSR has inevitably become a crucial barometer in higher education. To fulfil our comprehensive role, we have to engage in a far greater variety of courses than do the universities and in consequence polytechnic staff carry, by and large, far heavier teaching loads than their colleagues in the universities.

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The time has come to establish a national machinery for the planning of higher education, embracing the universities and the public sector. Were the universities to move in the direction of becoming liberal institutions in the sense implied in your leader, they would attract many of the problems. I have described with full force. The polytechnics are best fitted for that role, and have been unable to fulfil it so far due to pressures beyond their control.

Yours faithfully,
L. J. HERBST,
Head of electrical, instrumentation and control engineering department, Teesside Polytechnic.

Sir,—Your leader (Four Reforms to Open Up The Universities, *THES*, September 29) deserves widespread circulation and debate not because it postulates a complete solution, to the problems of organization of further education and higher education in the United Kingdom, but because it identifies, with clarity, the central policy issue requiring resolution by Government, i.e, the design of an effective structure to encourage currently the protection of academic excellence, and extension of opportunities for higher education in sound educational and economic terms. I would be grateful for an opportunity to comment on some of the issues raised which particularly concern the polytechnics.

The polytechnics are often collectively accused of "academic drift" and a desire to become universities. The truth cannot be expressed in such simple-minded terms. The polytechnics are the only identifiable group of higher education institutions which have been given a role definition by government. The Cmnd 3066 (May, 1966) set out their objectives and these have been met. In meeting them during a period of increasing financial restraint, the anomalies and weaknesses inherent in a lack of an overall national strategy for the revision of higher education have become apparent.

The polytechnics seek to maintain their distinctiveness. This would be best achieved by the grant of a Polytechnic Charter by the Privy Council. The charter must enshrine objectives including due emphasis for the continued development of part-time courses, meeting the needs of the local community, retaining a comprehensive range of level of courses and developing excellence in teaching and learning.

Having reiterated and enshrined the academic and educational objectives the charter and statutes must deal with public accountability. The concept of public accountability subsumes two related issues: financing and the return on investment. The level of procurement for all higher education is and has to be determined nationally. How, and by what agency it is distributed is open to discussion, but clearly the present system makes for gross inefficiency and needs a radical review. The return on investment involves value judgments on the quality of education, and the benefit to the individual student and to society. Measurement indices cannot be precise or wholly objective but should be applied. The present source of frustration to both the LEAs and the polytechnics is that inappropriate indices are applied in lieu of value measurement indices to the detriment of the fully effective use of public money and the development of academic excellence in all levels of courses.

Your argument for a much more sensitive nervous system for higher education involves two factors: the central *planning* of higher education as a whole (the CDP has long advocated this), and the maintenance of appropriate academic standards.

The role of the CNAA and its forebears in this has been undeniably beneficial to the polytechnics. CNAA can or should continue with its present procedures and believes that radically new relationships need to be developed between the council and mature institutions, and that the council should develop a strategy whereby it would become the watchdog of the *standards* of the institution's own degrees. This factor should be written into each polytechnic charter.

It remains to be seen whether government, the LEAs, the institutions and others take up your well argued case for change and reform, but that they should is unquestionable.

Yours faithfully,
DAVID BETHEL,
Chairman,
Committee of Directors of Polytechnics.

Choice of committee

Sir,—As a teacher of mathematics am I alone in considering extremely odd the choice of membership of the Government's Committee of Inquiry into the Teaching of Mathematics in Primary and Secondary Schools in England and Wales? The chairman is a university vice-chancellor, from Ulster, and among the plethora of administrators, college and university lecturers, a retired trade union leader and an as yet unnamed student member, there is but one secondary school teacher, and that not a comprehensive, and but one junior school teacher (and thus no infant's teacher).

Moreover, the geographical distribution of the membership seems specifically designed to ignore any experience of inner city schools in Inner London, Manchester or the whole of Yorkshire.

With so biased and limited a membership the committee is a waste of public time and money. Any conclusions it reaches will obviously be not only of little value but positively dangerous in assisting in the better teaching of mathematics in schools.

Yours faithfully,
FRANK HANSFORD-MILLER,
Head of department of mathematics, statistics and computer science, Haverstock Comprehensive School, Chalk Farm, London, 1957-1974.

Letters for publication should arrive on Tuesday morning at the latest. They should be as short as possible, and the editor reserves the right to cut or amend them as necessary.

The case of the Marxist in Maryland



Steven Muller

American higher education continues to remain unreceptive to political ideology, as illustrated recently by the case of Professor Bertell Ollman. The facts of this case appear to be straightforward and were fully reported by Clive Cookson (*THES*, August 4).

Professor Ollman, who teaches political science at New York University and also happens to be a Marxist, was proposed by the department of political science of the University of Maryland to become their chairman. This nomination went forward through the customary procedures until it reached the president of the university, who would normally have recommended it for formal appointment to the Board of Regents.

Then public controversy arose and, after some delay, the new president of the university rejected the nomination, stating carefully that his grounds were not that the professor was a Marxist but rather that there were academic reasons which the president was not free to disclose. Since then Professor Ollman has brought suit against the university, and his suit has the support of the American Association of University Professors.

Not knowing all the facts of the case in detail, I have no intention of expressing judgment on its merits, especially as it is also *sub judice*. It does, however, prompt some general reflections. It is worth noting that the case received much publicity. In my opinion the publicity resulted, not so much from a sense that what was happening here was major news by itself, as from three special and insignificant circumstances. One of the first publicly reported adverse comments questioning the wisdom of such an appointment came from the Governor of the State, in the course of a press conference; and the Governor was then in the early stages of an election campaign. (He has since lost, but the Ollman case was not an issue.)

Also, Professor Ollman's present appointment is in New York City, and so *The New York Times* reported the Governor's remark and the events that followed. Finally, the professor appears to be a colourful personality who had just invented a party game, for commercial sale, that is based on the application of Marxist precepts to society. The point here is that the case would almost certainly have remained a minor local story had it not been for the Governor's initial comment, had not *The New York Times* picked it up, and had Professor Ollman not invented his parlour game.

Despite the extensive publicity the case has generated almost no profound general or continuing interest. The little flurry of newspaper editorials and a few letters to the editor which it evoked has passed. No widespread controversy seems to have been engendered at the University of Maryland.

At least for the moment the matter is quietly headed for court hearing. If nothing further happens it seems destined to be forgotten. The single conclusion most people will draw is that Marxism remains anathema in the United States and that professionals who are Marxist can not expect to enjoy very successful careers, even as university professors. That may be substantially true, but to me things do not seem to be merely that simple.

For instance, I would argue that American higher education remains prejudiced against ideological commitment per se, not only against Marxism; and that this prejudice is particularly manifest in the social sciences. There are avowed Marxists who do hold senior appointments in American universities, but some of them are in technical disciplines. I suggest that had Professor Ollman been a chemist or an engineer, for instance, then his nomination to head a university department would have been less likely to engender controversy.

There is, on the one hand, a great American desire to prevent indoctrination in the teaching of the social sciences, which in my judgment extends far beyond the teaching of Marxism. And on the other hand, there is very little recognition that the commitment to letting students sort out their own values amidst competing ideas, objectively presented, itself constitutes a near-ideological prevailing orthodoxy; rests significantly on illusion; and is substantially weighted in favour of perpetuating the social status quo in American society.

Admittedly, it is easier and more agreeable to be a pro-capitalist ideologue in the United States than to be a Marxist, but it is not popular in university and college social science departments to be an ideologue at all. Ideologues appear to be, by definition persons with fixed views who cannot therefore be open-minded and pragmatic. Thus, they violate the profound attachment to pragmatism that continues to be the dominant element in American social thought, as well as the parallel attachment to the ideal of value-free science, including social science.

Consequently, a distinction is often attempted in the application of the concept of academic freedom: the concept covers unpopular ideas which a professor may espouse as a citizen, but it does not necessarily extend to professorial advocacy of such ideas in the classroom if it appears that the purpose of such advocacy is to indoctrinate students.

When I have tried to explain to myself why so sophisticated a community as the American university should still today be nervous about Marxism, the conclusion I have come to is that ideology as such creates nervousness; that any ideology creates discomfort in American higher education; and that Marxism, therefore, is deemed obnoxious only relatively rather than absolutely by itself.

Those thoughts relate to the character of dissent in American society. There was considerable and visible dissent in the decade of Vietnam and, while there is less today, dissent has not disappeared. It has, however, lost all vestiges of ideology. With hindsight it now appears that such aspects of ideology as were invoked in the 1960s were merely trappings. Social dissent in the United States after Vietnam revolves primarily around race and around anti-rationalism.

The issues of race became acute with the civil rights movement that predates Vietnam. They remain acute, but they are not ideological. Efforts to make racial justice an ideological issue are notable only for their failure. The most widespread expression of dissent in America today involves anti-rationalism. Such dissent is generally equated with the drug culture.

At its fringes it overlaps with phenomena such as the more sectional-ly extreme elements of the musical entertainment industry, the organic food and environmentalist protection movements, some kinds of religious revivalism, and mystical-magical life styles, being into yourself, letting it all flow, finding your Karma, is the language of an anti-rational counterculture. It is also the language of an ideology.

Reverse and rage against the system are not possible in the United States as anywhere else. So is dissatisfaction from established values among the young. What is not possible in America is widespread interest in any theoretical analysis or critique of prevailing values that requires a nonpragmatic philosophical approach. Ideology is not possible because it is not comprehended. The pervasive pragmatism of American thinking remains strong enough to reject any other philosophical approach as much as the human body rejects the implant of alien organic matter. Because it cannot possibly succeed, dissenting ideology does not need to be prohibited. In fact, it scarcely exists.

In the light of these reflections Professor Ollman's Marxist beliefs appear eccentric as a matter personal to him. In so far as he might put them forward in the classroom they appear undesirable and profoundly alien. As for the lack of deep interest in his case despite the publicity, this in my judgment is not primarily due to fear of Marxism.

In American higher education Marxist ideas are not generally regarded as relevant or particularly interesting. They are, however, ideological, and I believe the more significant truth is that American universities reject ideologies as inhospitable to ideologues. If Marxists are persecuted in America then Professor Ollman would appear the victim deserving of sympathy. Instead his case is apparently perceived more as a nuisance.

The author is president of Johns Hopkins University.